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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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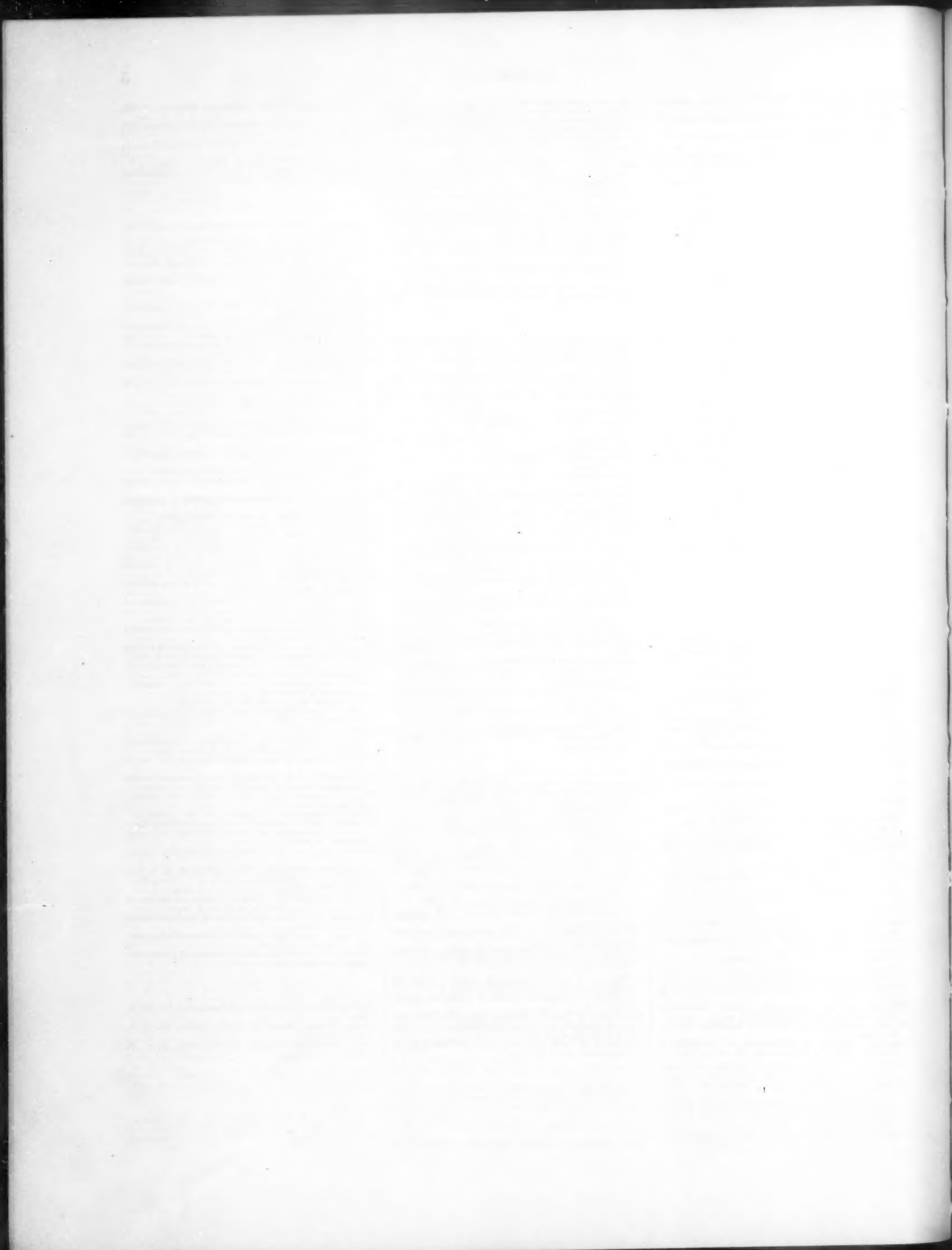
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Extent to Which Standardization is Aiding Articulation of Units in the Public-School System

Present Tendency of Inspectorial Agencies Is Away from Attempt to Promote Close Articulation between Secondary Schools and Colleges. Instead, Their Objectives Are the Elevation of Ideals, Standards, and Practices, Adaptation of Schools to Local Conditions, and Stimulation of Understanding by Teachers of Needs of Individual Pupils

By J. B. EDMONSON

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AT A faculty meeting in one of our State universities, a much respected member opened his discussion of a highly controversial question with this statement: "Since I do not feel competent to discuss the question before us, I will address my remarks to a related issue." When you have read what I have to say, you will doubtless conclude that I have taken similar liberties with my topic. The question assigned to me can not be answered authoritatively except through an extended and far-reaching inquiry on a national scale. I will venture, however, to present certain aspects of the question.

The Purposes of Standardization

In the discussion of the contribution of standardization to articulation, I will present the work of State and university inspectorial agencies. It seems to be generally assumed that those of us engaged in high-school inspection are seeking to secure a degree of standardization that will develop close and complete articulation between the secondary schools and the colleges, and improve their articulation to other units in public education. The validity of this assumption may properly be questioned. It is doubtless true that 20 years ago the emphasis in inspection was on the standardization of courses in the secondary schools in such a way as to insure that students would be prepared to meet the requirements of the colleges. At present, however, the purposes of inspection are so radically different from those of an earlier period that it is doubtful

whether our inspection contributes as much as formerly to the promotion of articulation.

It may be that we have gone too far in the direction of indefinite and general requirements. An analysis of the standards of the North Central Association of Colleges and Secondary Schools shows that very few requirements are stated in exact terms. The association prescribes in such general terms as: 4 years of college, including 15 hours of professional training as minimum preparation for teaching in high school; 15 credit units for graduation from a 4-year high school; 36 weeks for the length of the school year; 40 minutes for the minimum length of the class hour, etc. A school could meet these minimum standards and be totally unlike a neighboring school which also meets all these standards. Pupils coming from the first school might readily make adjustment to a higher institution, and pupils coming from the second school might find such adjustment extremely difficult. Likewise, two pupils from the same school might meet with varying degrees of success in adjustment, owing to differences in ability and differences in the results obtained from instruction.

State Practice Varies

So far as I know, few of the States are seeking to enforce hard and fast requirements in the work covered in specific units. Schools are given much freedom in determining the amount of work that will be covered in any of the units. It is true that some States make recommendations and issue syllabi that influence greatly the amount of work covered. The em-

phasis in inspection, rather than on units, is placed on preparation of teachers, matters of equipment, general spirit of the school, community support, and general effectiveness. It is true that the standardizing agencies have made it increasingly easy for pupils to transfer from one school to another, and have prompted a willingness to accept credentials sent by other accredited schools. This does not mean, however, that standardization has insured the same quality and quantity of preparation in the different levels in our school system.

Articulation Between High Schools and Colleges

There has been a great deal of talk about the lack of articulation between the high schools and the colleges, and I believe that many are under the impression that solving the problem of college entrance requirements would insure the development of a completely articulated American public-school system. One finds, however, in reading the recent Yearbook of the Department of Superintendence that problems of articulation are to be found in every school system. In most States the high school is comparatively free from college domination. High-school inspection has ceased to be considered a function of the higher institutions and has passed into the hands of the department of education. The influence of State and National subsidies for vocational work, and the demands of communities for wider offerings, have completely changed the character of the high school until no one thinks of it as a college-preparation institution. In view of these facts, there is less reason to expect

complete articulation between the secondary schools and the colleges of the present day than existed between the high schools and the colleges of two decades ago.

Objectives in Different States

In 1927 I submitted a report before the National Association of Inspectors in which I summarized the major objectives of inspection in the various States. The study was based upon returns from 23 States, and showed that attention was given to 35 objectives with general indorsement of 16 major aims.

1. To instruct school authorities concerning ideals, standards, and good practices in school organization and management.
2. To raise the level of instruction in high-school subjects.
3. To improve the quality and increase the use of school libraries.
4. To develop a feeling of professional leadership and responsibility on the part of the principals of large schools.
5. To secure the employment of more college graduates as teachers in high schools.
6. To develop more attention to the supervision of classroom instruction.
7. To restrict the range of subjects offered in the small high schools.
8. To cause communities to provide modern school buildings.
9. To develop an interest in the training of pupils in effective habits of study.
10. To improve the quality of the care and upkeep of school buildings.
11. To educate school boards in their duties and responsibilities.
12. To enforce high standards for graduation from high school.
13. To introduce a thorough system of pupil records.
14. To bring about closer articulation between approved 4-year high schools and neighboring 2 and 3 year high schools.
15. To bring about a better understanding of college requirements.
16. To enforce State laws relative to high-school matters.

The foregoing objectives of high-school inspectors make reference to inspection for the purpose of insuring standardization and promoting articulation between the high schools and the colleges, but the greater number of the objectives are such as would retard rather than promote a high degree of articulation.

Adaptation to Local Situations

From the foregoing list it would appear that the present objectives of inspectorial agencies are such as will stimulate schools to make adaptations in local situations. On this account inspectors are constantly urging schools to introduce new types of work and to modify present courses in terms of community needs. Inspectors also encourage schools to try new procedures and give encouragement to experimentation. How can a school maintain satisfactory articulation with other units and at the same time depart from the traditional, conventional, or generally accepted way of doing things? Inspectors encourage teachers to depart from

the textbook and to introduce new materials. This practice certainly does not make for complete articulation with other units. Again, supervisory officers are encouraged to study curriculum problems, and although they are expected to conform to certain general rules laid down by standardizing agencies, much freedom is granted. This freedom is destructive to articulation. Within the classroom, teachers are encouraged to adjust their requirements to the differences in abilities of pupils, and when this is done in one unit it is likely to create difficulties in articulation with the next higher unit.

Having mentioned some of the activities of inspectorial agencies that tend to prevent thorough and complete articulation between the colleges and the secondary schools, I wish to call attention to certain methods and policies that would promote a more desirable degree of articulation.

In the 1929 Yearbook of the Department of Superintendence, this statement appears:

It is obviously impossible to recommend wise articulation unless there is more or less agreement as to what each unit is or should be and what special functions it attempts or achieves. The kindergarten in the United States is not the same thing everywhere, nor is the elementary school, the junior high school, nor the junior college; yet it is assumed that each has special functions common to its class.

Necessity of Sympathetic Understanding

It appears that the lack of articulation between units in public education arises from differences in the basic educational philosophies underlying the different units. The concept of education and its purposes accepted by teachers in the senior high school is radically different from that accepted by teachers in the junior high school. The point of view of college instructors is different from that of teachers in junior high school, and is not in accord with the point of view of the majority of high-school teachers. There can be little hope for effective articulation between the units in public education until there is better agreement in basic educational philosophies. Our standardizing agencies should give increased attention to the solution of this problem of the aims and objectives of the different units in public education.

I suggest that inspectors place additional emphasis upon developing a more sympathetic understanding of what is taking place in the different units. As inspectors, we should encourage high-school representatives to visit the colleges in order to know what is taking place in the first year of work. In turn, I believe that representatives of colleges, especially those offering freshman work, should visit typical high schools in order to become acquainted with the kind of preparation that students are receiving.

Teachers in senior high schools need to visit junior high schools; and teachers in junior high schools need to visit senior high schools. Such visits would help to develop an understanding of what is taking place.

Scientific Observation Required

In this connection I wish to quote a very significant paragraph from the foreword of the Seventh Yearbook of the Department of Superintendence:

Articulation can best be realized by mutual understanding and cooperative undertakings—to the end that the school may be so shaped to the child that there is no interruption to the continuity of his mental, physical, and social growth. The vital problems of articulation are discovered by scientific observation and study of the individual child in the dynamic setting of his actual school experience.

Further, I believe that better articulation could be secured through cultivating a more genuine interest on the part of teachers in the individual pupil—an interest that would be strong enough to stimulate teachers to make adjustments in terms of the preparation of pupils. In the recent book by Mort entitled, "The Individual Pupil," Professor Strayer says:

The schools of a democracy should offer to each pupil those unique opportunities for acquiring skills, for practice in precise thinking, and for growth in power of appreciation which are attainable by one of his intelligence. This ideal requires that we adjust our standards to the abilities of our pupils. . . . In order to adjust our schools to the needs of individual boys and girls, our curricula and courses of study must be markedly different for groups of children who vary in ability. . . . It is of surpassing importance to provide facilities which will stimulate the most able children to the attainment of their fullest intellectual development.

As long as our interest continues in mass education rather than in individual training, the problem of articulation will be of paramount importance. With a change in point of view, the problem of articulation will tend to disappear.

Education for the Individual

We need to place emphasis upon the ideal of secondary education as it is found in Cardinal Principles of Secondary Education:

Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.

Certain instructional policies are to be recommended to high schools that will tend to promote articulation between the high schools and the colleges. These policies are summarized in the Sixth Yearbook of the Department of Superintendence by a committee of which the writer was a member:

1. That the high schools require their pupils to elect coherent curriculums instead of single courses.
2. That the high schools place increased emphasis upon the fundamentals of English.

3. That the high schools place increased emphasis on the formation of habits of work and economical methods of study.

4. That the high schools recognize as one of their paramount aims the guidance of students relative to preparation for college work.

5. That the high schools collect evidence concerning the native ability, ambitions, and elements of character of prospective students, and that the colleges make greater use of this.

Common Agreement Needed

The problem of the effective articulation of the high school with the college is not one for the high school to solve unaided by the college, and this fact is recognized in the report referred to in the Sixth Yearbook of the Department of Superintendence. Among the policies that colleges are urged to follow in an effort to promote articulation, are the following:

A. That the colleges define their entrance requirements in terms of the work of the senior high school—that is, grades 10, 11, and 12—and in terms of the measures of abilities and the measures of citizenship taken during the senior high school years.

B. That all colleges within a given State be encouraged to define their entrance requirements in each subject in terms of common units, with such variations in scholarship requirements as each college may determine. For example, a unit of biology shall be defined in the same way by all the colleges in a given State.

C. That all colleges within a State be urged to agree upon a uniform college-entrance certificate.

D. That high schools and colleges reduce to a minimum the number of prescribed units, and demand rather evidence of the completion of a well-rounded course in terms of three units in English and two minors of two units each in other academic subjects.

E. That the right of colleges be recognized to define the characteristics of the type of training that can be given to good advantage in their institutions.

F. That colleges recognize that the first year should be a year for the exploration of abilities of entering students, and modify the first year of college work in such a way as to provide for this objective.

G. That colleges make reports back to the high schools concerning the success of their graduates in the first year of work.

H. A truly democratic system of education requires that colleges and other agencies of higher education offer opportunities for training all serious-minded students of college age.

To Aid Student the Supreme Objective

To summarize, the present objectives in high-school inspection are not such as to promote perfect articulation of units in public education. Many of the objectives of inspection tend to develop differences of such a character as to make it difficult for the individual pupil to fit into certain types of school systems. To illustrate, a pupil trained in a school where the emphasis is placed on an activities program would find it difficult to make adjustment to the work in a traditional school. A pupil trained in the first year of a rural high school is likely to find it difficult to make easy adjustment to the work of a senior high school in a large city. These illustrations could be multiplied, and attention called to the difficulties arising in matters of adjustment traceable to differences in the quality of the preparation of teachers, differences in curriculums,

Indiana Teacher Begins Sixty-seventh Year of Service

With Exception of Two Years, Has Taught Continuously Since 1862, Most of This Time in Schools of Indiana. Has Classes This Year in Algebra and Geometry

By H. C. WYSONG

Superintendent of Schools, Covington, Ind.

TO the high school at Covington, Ind., belongs the distinction of having on its faculty a woman, Miss Olive E. Coffeen, who is one of the oldest teachers, if not the oldest, in point of age and active service in the teaching profession of the State of Indiana, and perhaps in the entire United States.



Miss Coffeen

This veteran teacher on September 12, 1929, will celebrate her eighty-second birthday. She began this fall her sixty-seventh year as an instructor. She was born in Ohio in 1847, and as a child of 4 or 5 years of age migrated with her parents to Indiana. They traveled on a flatboat down the Ohio River, continuing the journey up the Wabash on one of the packet boats to Covington, where she has spent most of her life. Her father died when she was 10 years old, leaving the mother with several small children to support. As a means of livelihood for herself and family, Mrs. Coffeen began to teach school, and having no one at home to leave with the children, she took them with her each day to school. Reared in a school atmosphere, the whole life interest of her daughter Olive has been in education. She began her teaching career in 1862, at the age of 15, in the neighborhood east of Veedersburg, Ind. Her daily wage at that time was 72 cents. With the exception of the two years, 1923 to 1925, she has taught continuously since then.

Miss Coffeen was a teacher for a number of years in the old Indiana Normal

College at Covington, and after its close she conducted a private normal school at Covington. She has had wide and varied experience as a teacher in Ohio, Indiana, and Illinois. At present she is teaching two periods a day in the Covington High School, having a class each in freshman algebra and in solid geometry.

Many lawyers, doctors, and teachers have come under Miss Coffeen's influence as a teacher. Probably the most famous of her former pupils is Eugene Savage, an artist, who came a few years ago from New York for the purpose of painting her portrait. The painting, which now hangs in the assembly hall of the Covington High School, has been exhibited in the John Herron Art Institute, Indianapolis, and in other art galleries at different places in the United States, where it has won favorable comment from art critics and a number of prizes for the artist.

In spite of her advanced age, Miss Coffeen is mentally alert and keenly alive to all present-day happenings. Although she does not live in the past, yet at times when in a reminiscent mood she will relate many entertaining incidents of former years. She takes no active part in politics but is vitally interested in all things political, and she remembers vividly all presidential campaigns since 1856.

Miss Coffeen, while not boastful of her long and useful career as an educator, is proud of her record. She has kept abreast with the changing methods along educational lines, and her classes are not only mentally stimulating but helpful and inspiring to the pupils who come under the influence of her ripened experience as a teacher and as a mold of youthful life and ambitions.

and differences arising from the adaptation of schools to local conditions. To increase helpful articulation, a more sympathetic understanding is needed. It is my opinion that inspectors should give more attention to cultivating this sympathetic understanding between the units in public education through encouraging exchange of visits, conferences, and reports, and especially through emphasis upon the

importance of teachers in the next higher unit seeking to understand the needs of individual pupils, particularly at the time of entrance.



New libraries to the number of 580 were established in Mexico during the past year, and 471 libraries founded the preceding year were enlarged.

Las Lomitas Rural Elementary School Adapted to Pupil and Community Needs

Educational and Social Activities of this California School Make Valuable Contribution to Community Life. School and Community Cooperation Have Promoted a Pronounced Feeling of Loyalty and Responsibility on the Part of Pupils to Both the School and the Community

By TIMON COVERT

Associate Specialist in Rural Education, Bureau of Education

FAVORABLY situated, a rural school of medium size can be so organized and conducted as to offer pupils excellent educational opportunities and at the same time serve as a center for adult educational and social activities. This is well illustrated by the elementary Las Lomitas School in San Mateo County, Calif. Here a rural school attracts and holds good teachers, offers specialized instruction, maintains a high percentage of attendance, and finds time to participate in community activities. The rural school problem in this district is conspicuous by its absence.

The school is located in a rural community typical of those in the fertile peninsular section of the State. It serves a mixed population, which is also typical of that region. A few years ago practically the only occupation of the inhabitants was farming, or "ranching," as this occupation is commonly termed in the West. Recently a demand in the vicinity for homes with small acreage has been met by considerable subdivision. A number of the people on these smaller tracts raise poultry, vegetables, and small fruits; others are employed at various occupations outside the community. Subdivision rather than consolidation accounts for a somewhat constant increase in population and school enrollment, but the environment is definitely rural.

The people of the Las Lomitas district decided a few years ago that their children deserved an educational opportunity equal to the best. With this as their goal they organized a parent-teacher association, and through it have worked enthusiastically to provide a school which measures up to their ideal. There seems to be contagion in the enthusiasm, for all school patrons, new arrivals as well as charter members of the organization, willingly do their part in building a better school in an attractive neighborhood. Seldom does one see better cooperation between parents, teachers, trustees, and pupils. Incidentally it may be said that this community is fortunate in having exceptionally capable and democratic leadership.

Strong Community Spirit

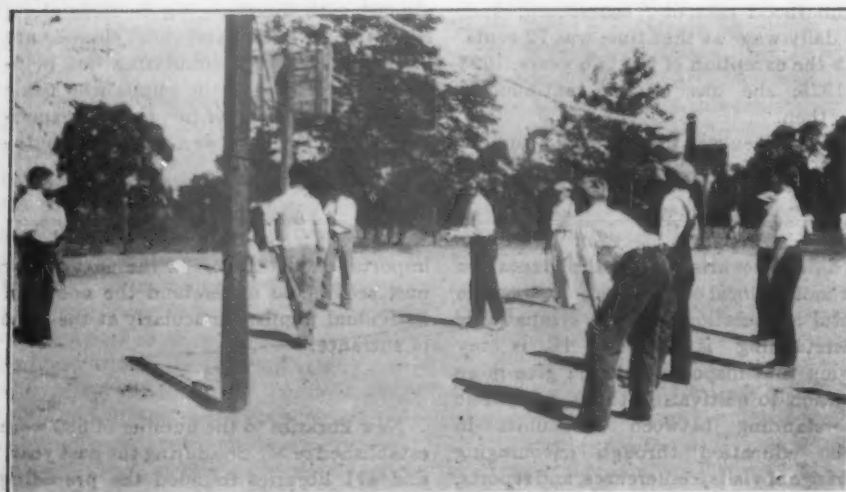
The desire of a community for a good school is usually reflected in the educational facilities provided. This community is no exception to the rule. An attractive 1-story structure with basement faces the highway near one end of the 2-acre school grounds. The plan permits construction of additional rooms as needed, and sufficient floor and lighting space have been provided without marring the symmetry of the building. Although the grounds are somewhat undersized, careful landscaping has pro-

vided a pleasing arrangement of flower beds, shrubs, walks, and trees, with maximum space for recreation.

The playgrounds are designed and equipped for children of different age groups. During periods of supervised play one sees the little people, with their leader, absorbed in games on the grass or in the vine-covered playhouse, the upper primary group at their swings and teeter-totters, and the larger pupils on the tennis courts and ball fields. A famous educator remarked one day as he watched, "Such activity undoubtedly promotes the physical well-being of these children, trains them in the use of leisure, and teaches good citizenship."

Objective evidence of work accomplished by the parent-teacher association, supported by a sympathetic school board, is found in the interior furnishings. All classrooms are equipped with tables and chairs in place of the traditional desks. Two rooms have round tables used for group meetings and luncheons. For several years the school has owned and operated a picture machine. There is a modern shop for the boys and a domestic science room for the girls. In a little building recently erected one finds a delightful array of materials for art classes. Books and pictures have been supplied, and the many other things necessary to make the school an institution wherein children can live while learning.

One is not surprised to find community loyalty and pride centered in this artistic school building with its grass plot, its flowering fringes, its clinging vines, and its attractive playgrounds. A fine urban school system and numerous private schools are near by, but patrons of the Las Lomitas community do not say, "We are sending our children to the city to school this year." No, the home school is too attractive for that. Inviting indeed would be the city school to lure these children. In six years attendance has nearly doubled, and since the number of teachers is based on attendance, the regular teaching force has been increased accordingly. This year enrollment in grades 7 and 8 combined numbers 31, the largest in the school's history. Each



The school volleyball court was made by the boys

year there is a high percentage of eighth-grade graduates.

Concerning the faculty and program the principal writes:

We now have, for the 8 grades, 4 regular teachers (1 of whom is principal) and 3 special teachers who come to us 2 half-days each week for music, art, and shop work. Every child in school above the second grade has one hour a week with each special teacher; each pupil in the seventh and eighth grades has two hours. We have not "let down" on any of the academic subjects. In fact, we believe we accomplish more, as there are added incentives for gaining knowledge.

Children Describe School Work

A detailed description of the school work was prepared recently by the pupils for an exhibit at the county teachers' institute. This is a 65-page Book of Las Lomitas, illustrated with views and drawings of school activities. The description, entirely the composition and handwriting of members of the various classes, is evidence of the quality of work accomplished. The work done in this school in such subjects as health, visual education, activities, and thrift, is described in such a manner by these elementary pupils



Four nationalities: Irish, Japanese, Chinese, French

that one is amused in contrast at the theory of the pedagogue. Typical quotations from the booklet are used below in illustrating the school organization and work.

Although Las Lomitas is a country school, advantages are obtained same as in the city schools. The school program is so organized that each pupil may advance as quickly as he wishes. The upper grade (7-8) program is laid out by the week and no speed limits are enforced.

Many pupils have developed the art of reading rapidly yet understandingly at this school, using this plan. For a certain story that is read a pupil receives so many points. At the end of a certain time his points are added up. In this way each pupil strives to surpass the others. This teaches them to read rapidly. To be sure they understand what they read they give a report. This plan has made pupils read almost 50 per cent better.

Subjects taught are geography, history, English, literature, physiology, arithmetic, civics, spelling, science, music, shop work, penmanship, oral English, and art. The school also has an orchestra which contains violins, cello, trombone, clarinets, viola, and a piano.



The school comprises four rooms and a basement workshop

A seventh-grade girl writes as follows of the music lessons:

Besides private lessons, three piano classes are conducted weekly, for beginners, intermediates, and advanced pupils. These give all pupils an opportunity to play the piano. One of the things we do is intervals. Six pupils at a time, sitting at the two pianos, put their hands over five keys. When the teacher says "up a second" it means that the second note of the five that your fingers are on is played. If she says "up a third," the fifth note is played; because the second note has already been played, and to go up a third you must end on the fifth note. After six pupils have had a turn at intervals, scales, or sight reading, others take their places and do something similar. We have a half-hour lesson, and all pupils get a chance to learn something, both from watching the others play and from playing themselves. At entertainments some of the pupils are requested to play. We are very proud indeed to say that we have piano classes in our school.

Besides piano lessons, singing is taught and a 12-piece orchestra is conducted once each week by the music teacher. At other times pupils listen to phonographic reproductions of music played by great musicians, and learn the names of the artists and the names of the composers. To add interest to this phase of music instruction a memory contest is held every six weeks.

Industrial Art, by One of the Boys

"O boy! time for shop!" That's what you would hear if you were visiting our school every Tuesday, Wednesday, and Thursday afternoon, from 2 to 4 o'clock, as those are the days our manual-training teacher comes. In the shop we have hammers, saws, planes, draw knives, an electric saw, a lathe, and plenty of other materials for wood work. Some are very clever in the shop and turn out some very well done jobs. When anyone completes something he wants to take home, he must first pay for the materials used in it. In this way the shop always has a fund to buy more material to replace that which was used.

That the shop training is of a practical kind is evident from the description of a project by another boy who writes:

We have a new handball court at our school. . . . It cost the P. T. A. about \$130. The eighth grade is going to make a cement floor as a present to the school. It will cost about \$24 for all the materials. The boys will do the work as a class project.

Judged by the activities carried on, the promotion of health is one of the cardinal principles of education observed in this school. Pupils not only are instructed in physiology and hygiene, but they are given every encouragement to practice good health habits. Every Tuesday a trained nurse visits the school, weighs and measures the pupils, and gives expert advice concerning their physical well-being. Neat buildings and grounds for work and play; sanitary lavatories for cleanliness; pure water for drinking; attractive lunch rooms with tables and chairs, (where a hot dish and an appetizing drink are served at cost), are influential factors in the promotion of health.

Milk and Fruit Juices Promote Health

One of the pupils writes:

We have had milk for several years, but this is the first year we have had orange and pineapple juice. All are served every school day. The price per pupil each week is: Pure orange juice, 35 cents; orangeade, 20 cents; pineapple juice, 20 cents; milk, 15 cents.

Another pupil lists 14 health rules practiced in the school. The following are some of these:

We play active games for exercise at recess and noon. We do not tire ourselves out at work or play. We wash our hands before we eat our lunch to prevent germs and dirt getting on our lunch. We sit still 20 minutes while we lunch for health's sake. We have a first-aid department for any one who is hurt.

Citizenship Training

Citizenship training is accomplished mainly by the project method and by pupil activity clubs. Such names as the Monday Club, the Boys' Service Club, and the Las Lomitas Junior Club are more meaningful and interesting to these pupils than are the names Seventh-grade civics and United States Constitution class to pupils in other schools the writer has visited. The wise teacher to-day avoids and solves many disciplinary problems by giving pupils responsible work to do and in so doing provides excellent opportunity for the development of ideals of service.

(Continued on page 19)

Community Cooperation in Building up High-School Band

Tentative Gift of Unused Band Instruments by Local Post of American Legion Formed Nucleus. Hard Pioneer Work, Determination, Fine Spirit of Sportsmanship, and Loyalty Make Band Educational and a Community Institution and Asset

By JAMES C. HARPER

Director, Lenoir (N. C.) High-School Band

SCHOOLS thrive on enthusiasm, and nothing can surpass a well-managed school band in creating the best sort of enthusiasm. Some schools for this reason alone have hastened to acquire school bands; others because they appreciate the educational value of instrumental music in aiding appreciation, in creating the power of enjoyment, and in unlocking doors to all the fairyland of story. Bands and orchestras are here to stay, and their number is fast increasing. They have proved their worth and justified the time and expense entailed in their creation.

Like the pioneering of our ancestors as they pushed the line of civilization farther into the trackless forest and made a path where none seemed possible, creation of a school band is not always easy. It is such a story that I have to tell, and it begins in a medium-sized town in Dixie.

Genesis of the Band

A post of the American Legion in Lenoir put on a campaign and raised funds for a set of band instruments. The band flourished for a few years, then, like many other amateur bands, interest lagged and progress stopped. The post offered the set of instruments to the Lenoir High School, and a member of the post agreed to coach the boys for a year gratis. The school furnished a room in which to practice, then promptly forgot the band entirely. A full story would tell how the band grew, how it earned money for additional instruments, how it bought uniforms and other equipment, how its playing began to be talked about far and wide; in short, how its present fame and ability were attained, with no expense to the school except for a room in which to practice and for insurance carried on the set of instruments.

Possibly a spur to progress was a little clause inserted in the agreement with the legion post to the effect that if the band did not continue to be a "going concern" for the first two years, the set of instruments should revert to the post. When the time limit came

the band was better than ever, and the post officially withdrew all claim to the instruments. At that time few of the instruments had cases, small repairs were necessary, and uniforms and additional instruments were desperately needed. As the school could do nothing, the boys set to work. What their early playing lacked in ability they made up in zeal for promoting concerts, advertising, and selling tickets. Audiences came, and the band grew after each concert.

Growing by Accretion

Instruments could not be found for all the boys begging places in the band, so a definite waiting list was formed. Local musicians coached the members of this waiting list in the rudiments of music. Older boys coached younger boys. Boys who would take lessons on violin, piano, or other instruments, were given the preference; and local piano teachers were swamped with boy applicants for lessons. When uniforms were acquired the waiting list was doubled. Meantime members of the band were practicing for dear life. The long waiting list was a constant threat for any boy who would let down. An army of boy detectives watched each band member for any sign of weakening or slothfulness. No wonder the boys arrived hours before school time to begin their practice, and hurried to the instruments again as soon as school was out. Spirited debates were held on matters of musical technique. Military drill was added, and now the waiting list could drill too; and how they did work!

Zeal of Members Never Flags

The end of the promised year of coaching came, and the leader agreed to keep it up awhile longer. He had a strenuous time but there is inspiration in teaching boys so anxious to learn. These things took place about five years ago, and enthusiasm is as great as ever. Boys have completed their high-school courses and gone to play in college and professional

bands, and the band at Lenoir High School is working harder than ever.

Every instrument ever owned is in use at present, with the exception of a few which were exchanged for newer models. Every dollar earned by the band has been put into additional equipment, and for every instrument purchased there is waiting a group of high-school boys begging for the first chance at it. From about 25 pieces the band has grown to well over 50, and many students now purchase their own. Students pay no rent for school instruments used, and no boy need be kept out of the band by inability to meet the expense of the organization. The only test is faithful and unremitting hard work. Any boy willing to meet this test may sooner or later enter the band. His stay there depends entirely upon the character of his work. Each student signs a receipt slip, guaranteed by his parents, agreeing to make good any loss or damage to instrument, uniform, or other band property. It has been necessary to impose few such penalties, and in each case the student has quickly made good the loss without the necessity of pressure. No claims on the band insurance policy have been necessary.

The Boys Attempt Big Things

Needless to say, enthusiasm has been maintained by constantly doing things of vital interest to the students. The band is practically a part of school athletic events and school occasions of every kind. An early venture was in playing for a circus when it came to Lenoir. A bargain was struck by which the band was to play in the circus parade in return for admission to the tent for every band boy. The circus people went "the second mile" in seeing that the students had a delightful day, and the boys are still gloating over it. On two occasions the band played for automobile races in a near-by city, and many a small boy nearly forgot to bring home his band instrument because of excitement over the treasured autograph of some world-renowned "speed demon."

Lenoir was one of the first three school bands to hold a contest in North Carolina, and the Lenoir students have been in band contests ever since. After the first year, bands were classified according to the size of the school from which they came, and until this year Lenoir has won all the first-place trophies ever offered in its class.

Contests Promote Enthusiasm

At the time the last contest was planned, Lenoir asked for the privilege of playing in a class higher than its own, and even in this company the Lenoir students vanquished bands from all the larger cities of the State except two. A fine spirit of sportsmanship has always prevailed in these contests, and probably no lesson learned has been of greater value than the ability to win with modesty or to lose without bitterness. Friendships formed at contests often last through an entire college course and probably longer.

Of recent years the fame of the Lenoir lads has reached the colleges, and college bandmasters have been quick to realize the advantage of tapping this highly trained source of band material. The band from Lenoir has been invited to college after college to play for the largest athletic games and to give concert programs. Often the high-school boys play jointly with the college bands; and drills and military evolutions are often executed in cooperation. On the occasion of the dedication of the immense stadium of the University of North Carolina the high-school boys from Lenoir were on the job to do their bit in the events of the day.

The Band a Local Institution

The band has always endeavored to make itself as useful as possible to all local organizations and its help has been gladly accepted. It has drilled with the local National Guard unit, taken automobile trips with the chamber of commerce, attended conventions with Kiwanis and other organizations, welcomed notables to the city, and aided every imaginable kind of parade and celebration. The public has been quick to appreciate this, and one very tangible result has been the gladly accepted offer of the local Kiwanis Club to supply transportation for all band trips and concert tours.

Boys of the band feel that they are a necessary and vital part of the life of the community and this gives them a feeling of self-respect and responsibility that would be hard to measure. The deference shown the organization by the leading citizens would naturally give the boys a pride in their band, and their appreciation and loyalty have been expressed in

harder work to perfect their playing and in lending a helping hand to beginners and less experienced players. For a final test of what the band is and can do, ask the mothers of the boys themselves!

Italian Children in Atmosphere of Fascism

Instruction concerning the accomplishments of Fascism in Italy since the "March on Rome," will be given to pupils in elementary schools of that country. Recent orders of educational authorities are to the effect that school directors shall arrange to have each teacher add this instruction to the school program, and that it be adapted to the intellectual capacities of the different school groups and introduced naturally as part of the new culture. The field to be covered includes: The corporate State; the syndicates; the Great Council; *Dopolavoro*, an organization for the wise use of leisure time; *Balilla*, a national boys' and girls' organization; the organization for motherhood and childhood; the general progress of the country; and the principal public works of local, regional, and national interest. The Labor Charter, in particular, is to be read and its principles expounded.

Laws Prescribe County Superintendents' Qualifications

Definite educational qualifications of some type are required by law in 40 States of all candidates for the position of county or other rural superintendents of schools, as shown by a study of salaries and legal provisions relating to the county school superintendency in the United States, by Katherine M. Cook, chief division of rural education of the United States Bureau of Education, published as rural school leaflet No. 45. In 25 States the applicant for such position must hold a certificate similar to that required of teachers. In 24 States educational experience is demanded; in 5 of the States experience within the State is essential, and in 5 administrative experience is required. Certain personal eligibility qualifications are necessary in 14 States; in 4 good moral character is definitely specified; and in 3 a minimum age is fixed. Other requirements that appear in some laws are that the candidate must be a qualified elector, must have the written approval of the State board of education, must possess executive ability, must be a citizen of the United States, a citizen of the State, a citizen of the county. Numerous other qualifications are listed among those specified in a few States.

Children Introduced to Scenic Beauties of the Fatherland

To make it possible for school children to visit the popular tourist district of Jamtland at a minimum cost, the Swedish Tourist Association cooperates with the Swedish State railways in organizing at low rates a system of train homes for summer excursions.

Jamtland, considered one of the most beautiful districts of Sweden, is a popular excursion center. In the middle of the Province is a large lake, *Storsjön*. To the west the mountains gradually become higher and higher, and among the ranges and peaks lie winding lakes of rare picturesqueness, interspersed with mighty waterfalls and highland pastures. Herds of reindeer are often seen. The capital of the Province is *Ostersund* and from there to the principal tourist resort, *Are*, is about 30 miles. Near the Norwegian frontier lies another tourist resort, *Storlien*, where the landscape is more desolate and barren, suggesting the proximity of the Norwegian glaciers.

Those eligible to participation in the home-train excursions are pupils in elementary, private, and public schools, who are at least 12 years of age, and their leaders. Children are sent in groups of about 10 each, and accommodations are available for 80 each week. They live in the train homes, consisting of third-class sleeping cars, and assist in necessary work. Personal equipment brought by each child includes strong boots and woolen hose, a wind-cloth jacket, light knapsack, and blanket. The cost, including three meals and a basket lunch, is about 80 cents per day. Subsidies granted by the tourist association enable school children of insufficient means to participate in the excursions.—*John Ball Osborne, American consul general, Stockholm, Sweden.*

Manual Prepared to Aid Teachers of Illiterate Adults

A manual entitled "Helps for Teachers of Adult Immigrants and Native Illiterates" has been published by the Interior Department, Bureau of Education, as Bulletin, 1928, No. 27. It was compiled under the direction of L. R. Alderman, specialist in adult education of the bureau, and contains information of value to workers among adult illiterates, including suggestions for the study of racial backgrounds, methods of giving publicity to the work, organization and administration of classes, records, methods of work among different types of adult illiterates, and other pertinent information.

Cities Provide Educational Opportunity For Foreign-Born Women

Some Cities Organize Classes for Very Small Groups; 30 Applicants Necessary to a Class in Others. English and Citizenship the Subjects Most Often Taught. Some Teachers Required to Visit Pupils at Their Homes

By WINIFRED FISHER

Field Secretary, Council on Adult Education for Foreign-Born, New York City

NOTWITHSTANDING the activity which has been manifested in the past 10 years in adult education, the movement has not yet reached its full maturity. The Council on Adult Education for the Foreign-Born is maintained by the associations and agencies in New York City which are concerned with adult education and citizenship. Its especial interest is in the adults of foreign birth in New York City. A committee of the council is concerned with foreign-born women who have not had sufficient educational opportunity and whose outstanding need is command of English.

In the hope of discovering how well cities of the country are providing for this special group, the committee on the education of foreign-born women undertook in January, 1928, to study the work done in this field by the several city boards of education. The committee itself was composed of representatives of

about 20 groups actively engaged with teaching English to foreign-born women. These representatives came from both the board of education and private agencies and organizations, and represented a variety of approaches to the problem.

List of Prospects Compiled

From various sources a list of about 160 cities and towns throughout the country likely to have day classes for foreign-born adults under public auspices was compiled. Questionnaires asking for detailed information, and sheets for listing of classes were sent to the superintendents of schools in these places, with a letter explaining the purpose of the study. Seventy communities replied that they had no such classes. Data concerning 78 cities and towns were collected. The States most numerous represented were: Massachusetts, New York, Rhode Island, Pennsylvania, and Ohio. One to five cities in the following additional States also replied: Colorado,

New Jersey, Texas, Missouri, Maryland, Illinois, Delaware, Minnesota, Wisconsin, and Washington, D. C. In so far as the committee was able to discover, all places in which the board of education conducted day classes in English for foreign-born adults were covered.

The questionnaire asked for information as to required registration, permitted minimum attendance, frequency and length of class periods, subjects taught in addition to English, meeting places, full-time and part-time teachers, salaries, required qualifications for teachers, supervision, co-operation from private agencies, State assistance, length of operation of day classes, grading, and work done supplementary to class-room instruction.

The required registration for a class in New York City is 30. This was found to be larger than the requirement in any other city. Eleven cities replied that they would open classes for from 1 to 4 people. Four cities require from 20 to 25. The remaining cities range from 5 to 15 in their requirement. Some of the large cities open classes for very small registrations. Pittsburgh, Syracuse, St. Paul, Akron, and Wilmington, and 11 communities in Rhode Island, all begin with small registrations. In some of these cities a larger registration is required for neighborhood classes than for home classes.

On the subject of the minimum attendance permitted, New York City again has the highest requirement. In the year 1927-28 this requirement was 20, but in



Children accompany their mothers to this home-study group in Wilmington, Del.

1928-29 it was raised to 25. San Francisco and Denver have no rule for dropping a class for small attendance. Two cities shorten the class period if the attendance decreases noticeably. In Oakland a class with attendance under 12 constitutes a special case. In Washington, D. C., a class is discontinued if the attendance is under 10 for 30 days; in Lynn, if it is under 15 for 4 sessions. Practices in other cities range all the way from individual teaching up to 19.

In frequency and length of classes there is considerable variation. In most classes the year is September or October to May or June. There are a few short terms, such as October or November to March or May. Two sessions a week is the usual practice. As to the length of class period, 31 places mention a 2-hour period. Twenty vary the length according to the number of members, or other conditions. The remaining places vary from 15 minutes for individual teaching to 3 hours for classes.

In addition to English, citizenship is the subject most often taught. This was recorded by 19 cities. History and civics, elementary subjects, home making, child study, and hygiene were also mentioned.

Teachers Promote Citizenship

Several cities mentioned citizenship-aid as a part of the teachers' work. Akron recorded a service department to assist petitioners in securing certificates of arrival and filling out forms. There was probably more of this work done than was specifically mentioned. Springfield, Wilmington, and Washington, D. C., mentioned full-time day-classes; Washington, D. C., and Milwaukee, summer evening schools.

Forty boards of education reported home classes. In addition to homes and public schools, libraries, churches, factories, hotels, railroad camps, settlements, and other community centers are used as meeting places.

The practice of teaching home classes is, therefore, soundly established among boards of education, even in cities with large foreign-born populations, where it is necessary to reach large numbers.

Thirty-three places employ full-time teachers on regular salary for this work. Eighteen places stated definitely that the salaries are on the same scale as those for regular elementary day-school teachers; one, that the maximum was the same as for high-school teachers. The figures given for full-time workers range from \$1,000 a year to \$2,820. Twenty-eight cities reported a flat rate for part-time teachers and 15 reported a range of pay for part time. These rates vary from \$1 to \$3.50 per hour, \$1.50 to \$2 being the

rule. In many cases it was not clear whether part-time work meant a fixed number of hours per week throughout the school year or whether the number of hours was uncertain and fluctuating. This question seemed to be important to the maintenance of standards of personnel. Some cities employ a few full-time teachers who do visiting, organizing, supervising, etc., and also some part-time teachers for classroom instruction only.

Special Preparation Demanded

Thirty-eight cities require of their teachers special courses in methods, immigrant background, or immigrant education. In many cases a required course provided by the State was mentioned. How adequate these courses were might well be a subject for study.

The committee was particularly interested in the practices of boards of education with reference to visiting, recruiting, organizing, and other work supplementary to classroom instruction. In New York City the board of education pays only for actual classroom instruction by teachers, and the other necessary work is done by private agencies cooperating with the division of day classes. A good many other boards of education do, however, consider this a part of their work. In 29 teachers do one or more of these forms of supplementary work as part of their regular schedules. In some cases the supplementary work is paid for on an hourly or monthly basis; and in a few cases there are full-time people employed by the year who have the supplementary work as their sole function. Forty-five altogether indicate some form or degree of supplementary work done by the board of education as against eight specifying none. Some information was indefinite.

New York City and Denver appear to be the only cities where the division of day classes is administered as a separate department.

Forty cities reported cooperation from private agencies. Recruiting, care of children, receptions, advertising, and visiting were mentioned; recruiting most commonly. The organizations most frequently mentioned as cooperating were the Council of Jewish Women, Y. M. C. A., Y. W. C. A., service clubs, patriotic organizations, chambers of commerce, churches, settlements, and nationality societies.

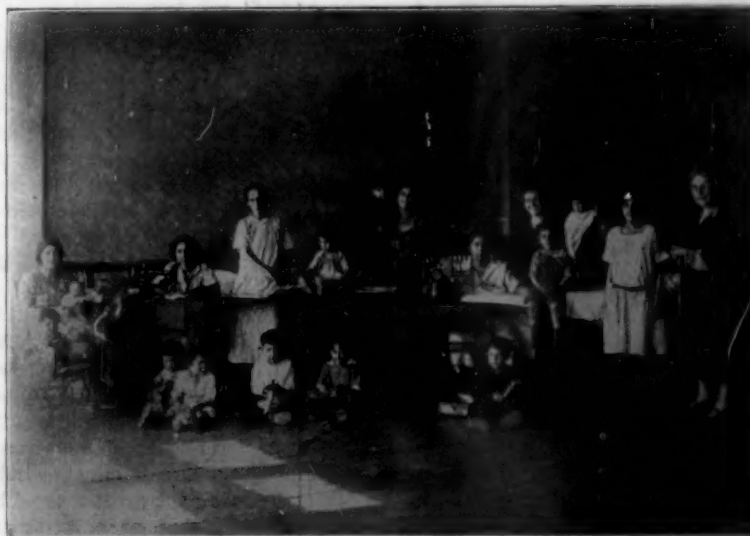
Financing the Work

Seven States give financial assistance to cities carrying on such work. For the District of Columbia, Congress appropriated \$10,000 a year for the purpose. Aid is given apparently in two ways—either as a proportion of the total disbursements or of teachers' salaries; or else a certain amount is given by the State for each pupil in attendance. In Rhode Island the work was initiated and financed by the State and is being taken over gradually by some cities and towns. In Delaware the work was financed by the city of Wilmington out of private funds from 1919 to 1927, when the State took over the work in Wilmington and in 13 other communities.

Fifteen years was the longest period of operation of such classes. A few places were in their first experimental years. Apparently in most cases the work began near the close of the Great War.

Fourteen hundred classes were listed by cities. Several hundred more not definitely listed were indicated.

The Council on Adult Education for the Foreign-Born at 280 Madison Avenue, New York City, will furnish copies of the statistical report upon request.



Sewing class in a neighborhood house, Minneapolis, Minn.

SCHOOL LIFE

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SEPTEMBER, 1929

James C. Boykin

IT IS with profound sorrow and regret that we announce the passing of James Chambers Boykin, editor of *SCHOOL LIFE*, who died on July 29, after an illness of three weeks. Mr. Boykin was appointed editor of the Bureau of Education in 1911 and continued in that capacity to the day of his death, with the exception of intervals devoted to the San Francisco, San Diego, and Panama expositions. He was a man of vigorous character. His devotion to his work was proverbial, and he has left the impress of his personality upon the Bureau of Education. With the establishment of *SCHOOL LIFE*, he showed rare abilities as its editor and became well known throughout the United States in educational circles.

Mr. Boykin was the author of the following brochures, published by the Bureau of Education: *Class Intervals*, 1891; *History of Physical Training*, 1892; *Laws Governing City School Boards*, 1896; *Truant Schools*, 1900; *Instruction by Correspondence*, 1902; *Educational Legislation* (coauthor), 1913; *The Tangible Rewards of Teaching*, 1914; and *The Story of the Declaration of Independence*, 1926.

James Chambers Boykin was born in Russell County, Ala., on January 11, 1866. He was the son of Thomas Cooper Boykin and Belle (Alexander) Boykin, and came from a family distinguished in the Colonial and Revolutionary annals of the South.

Leadership

LEADERSHIP in education as well as in other fields makes serious demands upon those who would attain it. Among the more important demands are:

First, willingness to undergo hard work. Those who have had much contact with human beings are impressed with the general attitude of "get by." Students in high school and college are not exceptions. Too many of them are willing to do just enough to pass.

The "get by" attitude is a characteristic of the average man; it is never a characteristic of the leader.

Second, leadership requires physical capacity to stand hard work. Those who are born with weak bodies are handicapped from the beginning. Young people, however, may profit by studying the career of Theodore Roosevelt, who possessed other qualities of leadership but was without this one. Realizing his physical handicap he went from college to a western cattle ranch and built himself up. Napoleon, with four hours a day of sleep, Edison in his laboratory 24 hours at a time without food or rest, Ford building his automobiles after a 10-hour day of his regular employment, illustrate the demands which leadership makes upon the human frame.

Third, clear-cut purpose. Although this aspect is best evidenced by careers of such military leaders as Alexander, Caesar, and Napoleon, it nevertheless applies in greater or less degree to leadership in all fields. Many never achieve leadership in any field because they do not realize what they want to do; they are unable to make up their minds. The physician who practices indefinitely as a general physician is unlikely to become a leader. If later he sees himself as a specialist on the eye, or the nose and throat, or the heart, or as a surgeon, he is far more likely because of this clearness of aim to achieve a position of leadership.

Fourth, ability to make use of obstacles. Another outstanding characteristic of the average man is what boys on the football team term the "alibi." It is so easy to blame the other fellow that few are willing to assume the responsibility for their own difficulties. The leader recognizes the fact that he is the master of his own conduct, that he can not control the conduct of others, and by his mistakes he learns. George Washington, who was one of the great generals of history, was frequently defeated, but he learned by each defeat. Obstacles by him were turned to profitable use.

Fifth, ability to get along with people. Dr. Leonard P. Ayres set this down as one of the essentials of leadership under the name of "don de gentes," which corresponds roughly to the English "the gift of folk."

Sixth, outstanding capacity to identify the self with the cause. Great principles recognized as spiritual truths seem to make little impression upon a material world. Once a great principle is embodied in human form and actually lived in a material world it has immense influence.

Practically all the great men of history can be interpreted as embodiments of great spiritual principles; Washington and Lincoln are outstanding examples.

All the human followers of the Master Teacher in the foundation of the Christian religion are noteworthy examples of this principle.—W. J. C.



The Return to School

A VAST army is on the march! No sound of drum or trumpet heralds its approach. It is the great army of children on their way to school after the long summer vacation. These young recruits in life's battle are full of zest and eagerness; they do not proceed on their way like Shakespeare's proverbial schoolboy, who with "shining morning face," crept "like snail to school."

This army, upon whose advance in knowledge, preparation for good citizenship, and moral growth the future of the Nation depends, numbers more than 26,000,000 boys and girls. It is the grand army of democracy in the making, an army of which we are particularly proud. It is officered by approximately 815,000 teachers, according to statistics gathered by the Bureau of Education. Of these teachers 139,000 are men and 676,000 are women. To house this army of children, 256,000 schoolhouses are required. The State departments of education report a total value of public elementary and secondary school property for 1926 of \$4,676,603,539. The total annual expenditure for public-school education approximates \$2,100,000,000. The total expenditure for all types of education so far as reported to the Bureau of Education is approximately \$2,750,000,000, not including the amount paid to correspondence schools and similar institutions. For salaries of superintendents, supervisors, principals, and teachers the sum of \$1,200,000,000 is expended. The following additional data for 1928, the latest available, will prove of interest: The total population of the United States, derived from the census reports or estimates thereon, is 120,013,000; per cent of school population of total population, 25; per cent of total population enrolled, 21.6; per cent of children 5 to 17 years of age (inclusive) enrolled, 82.3; total expenditure per pupil in average attendance, \$102.05.

It will be seen from the foregoing statistics that billions are required to support public education; but the money is well expended, for upon education the welfare and safety of the Republic rest. "The good education of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of commonwealths," said Benjamin Franklin. Thomas Jefferson, author of the immortal Declaration of Independence and father of the University

of Virginia, the first publicly supported institution of higher learning in America, said: "A system of general instruction which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest." George Washington, our first President and the father of the Republic, said: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

There is no greater blessing to democracy than an educated people; no greater menace than an unsound scheme of education, or failure of the latter to offer free and unlimited opportunity for the training and education of the masses into the possession and enjoyment of the privileges which an enlightened democracy assures its people. Outstanding among these privileges is adequate preparation for the business of living. That means the possession of a strong body and a clean mind, of technical skill and method, of information needful for the conduct of one's job or of one's self in association with his fellows, of judgment and directive intelligence.

Under the common law it was the duty of the father to educate his children, but there was no compulsion on him to provide any form of schooling. Otherwise expressed, the child had no school rights which the parent was bound under the law to respect. But with the passing of time, and particularly with the founding and growth of our American Republic, a new conception arose. The non-compulsory school system gave place to a compulsory system, and now required school attendance is universal among English-speaking peoples.

The compulsory system was a long time spreading over the United States, but in 1918, when Mississippi passed its first law on the subject, the system became universal in this country. Every State now requires that children attend school for some period of their lives and for all or a considerable part of the school term; and the tendency is to extend attendance requirements until all children between 7 and 16 years of age are in school throughout the term, or until the work of the elementary grades is completed.

Compulsory education has two fundamental purposes: First, to insure the best possible citizenship in order that the State may thereby preserve itself; and, second, to enforce the educational rights of the child. That the first of these is fundamental in a democracy is obvious. The second is fundamental because the right kind of opportunity is essential.

Chinese Province of Kwangsi is Giving Attention to Education

Practical Courses are Emphasized. In University Recently Organized "Letters" Is Last in List of Objectives. Christian Missionaries Are Doing Important Educational Work. Lectures and Demonstrations Utilized in Disease Prevention

By FREDERICK W. HINKE

American Vice Consul, Canton, China

ALONG with other projects for the civic and economic improvement of Kwangsi Province, China, an educational program is being developed. The most encouraging feature of this program, in addition to the establishment of primary schools (the first fundamental of an educational system) is the fact that special attention is given to practical courses. Already, the Kwangsi régime has organized technical schools to train telegraph operators, highway construction workers, and foremen, and has devoted time and attention to cultivation and experimentation with native agricultural products, such as the improvement of wood oil.

Kwangsi University at Samkoktsui, Wuchow, was formally opened on October 10, 1928. This institution, when organization is completed, will pay special attention to agriculture, mechanical arts, engineering, mining, and letters; but only preparatory courses will be given in the beginning.

The principal seat of learning in Kwangsi is Kweilin, the provincial capital under the Manchus, the location of the provincial school of law and political science and of a number of normal and middle schools supported by the Province. In addition, foreign missionary organizations are carrying on educational and medical work in this center.

At Liuchow, the school of communications is training road builders as well as men to take over positions in the telegraph service. The head office of the Provincial Bank of Kwangsi at Wuchow is offering courses in banking and currency to junior employees who, upon completion of their courses, are sent to branch banks throughout the Province as subordinate employees. Graduates are said to have been sent already to Kweilin, Liuchow, Nanning, Poseh, and Lungchow. An effort is also made to found a school for surveyors who are much needed to carry on the road-building program of the Province.

Modern primary schools, it is said, are found in every town in the Province, and the provincial authorities are giving their support to 7 normal and 11 middle schools, in addition to a number of private schools, of which 16 are receiving a Government subsidy. Eight Christian

Protestant missions are carrying on educational work in the Province, together with Catholic missions at Lungchow and other cities.

Whereas the budget of the Province several years ago called for an annual expenditure of only \$600,000 local currency, the authorities appear to be realizing to a constantly increasing degree the necessity for education, and now appropriations amount to more than Kwangsi \$3,500,000 for general work and an extra Kwangsi \$1,000,000 for the university at Wuchow. The Province is also conducting governmental agricultural experiment stations where special attention is given to the cultivation of tung trees (the source of supply of wood oil), to irrigation, and to reforestation.

With the support of local schools, hospitals, physicians, and moving-picture theaters, attention is also given to public health by means of lectures. Provincial authorities have ordered that lectures and demonstrations showing methods of disease prevention be given for two weeks annually in every large town in the Province.

Official report to the Secretary of State.



Economical Students Go to College for \$500 a Year

College education costs the average student approximately \$700 a year, according to a statement by Walter J. Greenleaf, associate specialist in higher education of the United States Bureau of Education, in *Self Help for College Students*, recently issued as Bulletin 1929, No. 2. Institutions embraced in the study include regular 4-year colleges and universities, independent professional schools, 2-year junior colleges, and colleges especially for negro youth. The average minimum annual expense for a student ranges from \$314 in schools of theology, where tuition is generally free, to \$925 in medical schools. The statement is made that \$500 will pay the entire expense of an economical student in nearly half the regular 4-year colleges and universities.

County Library Brings Joy of Reading to Rural Children

*Cleveland Public Library Maintains a Department That Serves People of Cuyahoga County.
Field Supervisors Provide Professional Direction for Volunteer Librarians of Branches.
Parents Reached Largely Through Their Children*

By MARGARET E. WRIGHT

Head of County Department, Cleveland Public Library

IT IS A FAR CRY from the little district schoolroom with its barren walls and hard wooden benches to the well-planned consolidated building that is rapidly taking its place to-day. And now no classroom in Cuyahoga County, Ohio, is conceivable without its corner filled with books from the County Library to supplement the lessons, as well as for pleasure reading.

Some of the principals told us after they had classroom collections for two years that there was marked improvement in the reading of the pupils and in the kind of books they read. The school supervisors say that it is no longer a common occurrence for teachers to find pupils reading dime novels or cheap magazines. There are too many books on the school-room window ledge that are more attractive. A county library is just one more step toward the equalization of educational opportunity.

Cleveland Library Extends Service

The Cuyahoga County Library has been organized for five years as a department of the Cleveland Public Library, extending that service to the towns and villages beyond the city limits. Every

school in the county, public and parochial, is receiving library books either directly through the school or from one of the 11 county branches in the large towns.

"Where are those long lines of boys and girls going?" "Oh, those are classes sent to the public library for library instruction, reference work, or the ever popular story hour," replies a citizen quite accustomed to the sight.

Children Taught Use of Library

If a school building is less than a mile from a town branch, the children are taught to know and use the public library. Small collections of reference books are loaned for each teacher's desk, but special shelves for supplementary reading are kept at the library and the children come singly or in class groups during school hours. At any time of the school day, a visitor may find a class seated at the library tables, busily at work on lesson assignments or receiving informal instruction in classification and use of the catalog, index, and other reference tools.

The county library can not at present afford a trained librarian even for every branch; certainly not for each school library, so we have appointed trained

and experienced assistants as "field supervisors." Each has charge of a district. This means she is to advise and work with the local branch librarian and the teacher-librarians in her district. These supervisors spend about two-thirds of their time in the field, actually working at the branches or school stations, in order that they may learn to know the public and the teachers personally. The remaining time is spent at headquarters, selecting books. The local librarian can help the supervisor meet and know the people of the community, and the supervisor in turn can help the librarian toward a wider acquaintance with books and library ideals.

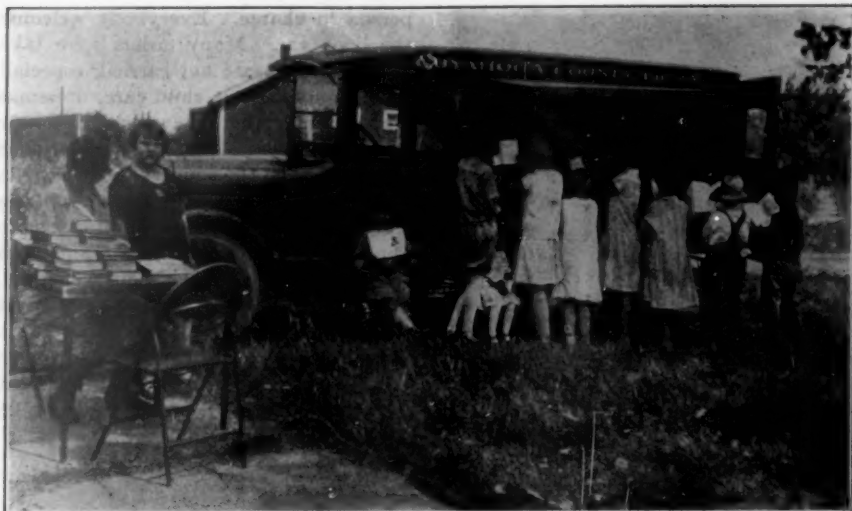
School Provides Library Room

Each new consolidated school building provides a library room, but too often an already overburdened teacher is made librarian, giving one or two periods a day to that work. Naturally she has little time, even if she had the preparation and specialized knowledge of books, to do much more than hand out books. Not enough can be said for the fine type of teacher, who, without compensation, is giving of her time and strength to further the children's education by opening to them the wider horizon possible through library books. Some teacher-librarians are solving our need of trained assistants by taking summer-school courses in library work. In the meantime our field supervisors are developing the school libraries, giving instruction and book talks, holding conferences with teachers; and they are receiving the support of the mothers' clubs and parent-teacher associations as well.

The neighborhood work has not been a great success in the school stations, but the children can and do take books home for their parents to read. A fifth grade child is doing some "adult education" of her own. She has succeeded in getting her seemingly indifferent father and mother to read; and now her mother says, "L—— will get ahead of us if we do not read more!" Small cases have been used in some of the schools for collections of books that may be circulated at parent-teacher meetings.



"Once upon a time," the librarian begins, and they are ready for the story



When the blue library truck casts anchor in the school yard

Each supervisor has the use of the library automobile once a week, to enable her to visit all her stations in the one day, to call upon the teachers in the small buildings, and to arrange for desired changes in classroom sets, or to make home visits to collect long overdue books. On other days she goes directly by car or bus to some one of her agencies and spends considerable time there in personal work. In addition to the passenger car, a truck is used for delivery of large shipments.

Reaching the older boys and girls through club organization offers varied possibilities. Groups of three or four to a dozen high-school students are often appointed by the teacher as "assistant librarians." These meet with the county library supervisor for special training, not only in library routine but in book knowledge as well. At Strongsville School a library club was organized and members were appointed to various library duties; an "overdue clerk," whose business it is to get in all the overdue books; a "daily circulation report clerk," to count the circulation each day; and another clerk to take care of registration and of writing readers' cards. Interesting book discussions are held and the merits and demerits of stories recently read are brought out. There are also regular programs in which they recite poems, read parts of books, tell stories, and if there is time, they play the "library game."

How the Library Game is Played

Half the class become teachers and the other half pupils, each child being given cards on which are requests to find such and such a book or subject. When the book is found, they take it to one of the "teachers" for approval. The "teacher" then returns the book to its proper place on the shelf. The club likes this game,

which has a twofold purpose—to give pleasure, and at the same time, teach classification. The club arranged a clever program for book week, pantomiming parts of various books and having the audience guess from which each came. It was not difficult to guess *Rip Van Winkle*, or the *Birds' Christmas Carol*; and the *Legend of Sleepy Hollow* was graphically represented when the horseman, as he went over the bridge, had a real pumpkin head bounced at him.

Books Promote Club Work

The same club put on a Christmas program, and the French Club sang French Christmas carols borrowed from the county library. The county field supervisor followed old Santa Claus from room to room and told Christmas stories suited to the elementary grades. A number of parents were present and they lis-

tened as intently as the children. This library has become the real center of the whole school, helping in all activities.

Helping the Book Habit Grow

One favorite observance of book week is to enlist the club members to interest other students in the books which they themselves found entertaining and worth while through the club's reading and discussion. The little folks concentrate on inviting their parents to come to the library and inspect the books available for adults. Circulation in one school increased from about 200 a month to more than 900 under this plan.

Since there is no regular librarian in the several schools, it has seemed better to limit the use of the school libraries to the junior and senior high grade; classroom sets of 40 or 50 books are sent to the younger children, for their own teacher can better give them the personal help needed for guidance of their reading tastes, but even here the county supervisor often stops for a talk on books suited to their years.

Library Room Made Inviting

There has been one outstanding exception to this plan in an experiment tried at State Road elementary school in Parma. A library room was furnished with the idea of making it attractive as well as useful. Round walnut tables, chairs just the right size, and delicately colored pictures bear out the principal's belief that beautiful surroundings as well as books may mean much in the lives of children. The principal herself acted as librarian until the scheme was fully organized; then a high-school graduate was employed as part-time clerk in the office and part-time libra-



A one-room school where the library hour is eagerly anticipated



No classroom is complete without books from the County Library

rian, working under county library direction.

Perhaps the biggest piece of work of the past year has been the assistance given to the county board of education in its work of curriculum revision. The school staff has given us every opportunity to work closely with them for a better county course of study, wherein a variety of library books, not merely texts, will be used. We were asked to prepare lists of outside reading on each subject as the school committees worked on their outline. Occasionally the chairman came to the county library to examine the books held there for him. These lists of books as finally tested out will be included in the printed course of study for all Cuyahoga County schools. Already the use of nonfiction books in the schools has jumped one-third to one-half, as more outside reading and reference is demanded of the children.

Helps Social Science Work

During the recent meeting of the department of superintendence of the National Education Association, the transportation project of one of the Parma schools was exhibited as an example of social science work. For the details, from the miniature ancient oxcart to model airplane, library books had been enthusiastically consulted, the children discovering many surprising facts that we have here no space to relate.

When schools close for the summer, our big delivery truck is fitted with shelving that opens from the outside—and the mountain goes to Mahomet. Books are taken to the scattered rural population

who can not be reached in any other way through the vacation weeks. The truck carries approximately 500 books, adult on one side and juvenile on the other, with a few in foreign languages tucked away as a surprise. On our first trip we were met with guns, having been mistaken for the Cuyahoga County dog catchers' wagon, but large gold lettering on the side—"Cuyahoga County Library, free service. Books for grown people; books for boys and girls,"—has removed this element of risk.

Book Distribution During Vacation

Permission is given to cast anchor in the school yard, and each week at the appointed day and hour a little drama is enacted under the trees. The large blue truck appears, stops, sides are unlocked, and out come card table and folding chairs to serve as charging desk. Then the horn is sounded, and promptly comes an answering yelp as the advance guard of dogs is followed by their juvenile masters and mistresses, with parents bringing up the rear. When books have been selected, all, including the dogs and often a neighbor's friendly red cow, settle in a comfortable spot and the librarian begins those mysterious words, "Once upon a time." In the more scattered communities a stop is made on the village green as well as at the schoolhouse.

One thing has been proved conclusively; it is much better for the book car with a trained person in charge to make one hour's stop each week in a community than to keep the school station open from two to three hours with an untrained

person in charge. Everybody welcomed the book car. Many orders were taken for books that are not carried, especially on such subjects as child care, dressmaking, cooking, and fancy work. Very few men come to the car, for summer is the busy season in the country, but they send their requests by their wives and children. The people in the communities visited appreciated it and asked again and again, "Are you coming back next year?" A priest, when accosted and asked for permission to let the children come to the book car after catechism class, was heard murmuring as he drove away: "Yes, yes. Certainly. Never heard of anything like it. Fine! Come again."



Commercial Use of Spanish Compulsory

Legislation aimed to perpetuate use of the Spanish language in Cuba, and to prevent its replacement by English, has been introduced in the Cuban House of Representatives, according to information received through the Department of State from Harold B. Quarton, consul in charge, Habana.

The bill requires that signs on stores, factories, and offices in Cuba, as well as advertisements and posters, be in the Spanish language; and that all articles manufactured in Cuba be stamped or labeled, "Hecho en Cuba" (made in Cuba). A further requirement is that all documents of a legal, commercial, or public nature be printed in Spanish, although such papers issued in foreign countries for use in the Republic may be printed in the language of the country of origin provided they are accompanied by a Spanish translation.



Instruction in Journalism Assumes Practical Aspect

Trips to Chicago and New York to study newspaper life and methods are features of the course offered in the school of journalism, Butler University, Indianapolis. In addition, a personally conducted tour abroad this summer was planned in connection with courses on European news methods and feature writing. Each course carried two hours of university credit. The 12 students in the school of journalism making the highest grades in the year's work were assigned to positions on papers in the Middle West, where they received training and constructive criticism in the actual mechanics of the newspaper profession and at the same time were paid for their services.

National Education Association in Annual Convention, Atlanta, Georgia

Demands of a New Day in Education Presented by Representative Educators from Different Sections of the Country. Discussions Center Around Educational Trends and Procedures, Needs and Perils, Experimentation and Progress

By HENRY RIDGELY EVANS

Editorial Division, Bureau of Education

THE sixty-seventh annual convention of the National Education Association was held at Atlanta, Ga., June 28 to July 4, 1929. The city welcomed the members with genuine southern hospitality. A pageant promoting greater uses of cotton in Georgia was presented by the staff and students of the Georgia State College of Agriculture, and an old-fashioned barbecue was given with the compliments of the county commissioners of Fulton County. Among the interesting features of the convention was the life-membership dinner, President Uel W. Lamkin, presiding. It was the first affair of the kind ever held by the association.

"Education for a New World"

This dominant theme at the convention was provocative of speculations of a prophetic character. Dr. William John Cooper, United States Commissioner of Education, who spoke on Education for a New America, after giving an outline of vital trends in education, declared, "Our major problem is to develop a school system designed to enable individuals to adjust themselves to the social environment in which they must work, and to modify their environment in an intelligent manner." Continuing, the commissioner asked:

Can we formulate an educational program for a civilization in which radical changes may occur at any time, which is speeded up to a high pitch, which by use of power and machine is removing from the backs of man the burden of weary toil, and yet which makes for standardized products and which measures its progress in terms of dollars and cents?

I suggest as major lines of attack on such a problem the following procedures: First, that we ascertain as fully as possible those respects in which present-day schools are meeting satisfactorily the demands properly made on them; second, that we define as clearly as possible the respects in which our schools have failed to meet satisfactorily the problems of this generation; third, that we study objectively the results obtained in schools, including colleges which have departed from traditional curricula or methods, or both; fourth, that we catalogue the inadequacies or deficiencies in our present society, taking for study those upon which our leading thinkers are in substantial agreement; that we hunt for the factors responsible for deficiencies, estimate the social effects likely to result if they are not remedied, and the possibilities of eliminating them or offsetting them through education.

Dr. John J. Tigert, president of the University of Florida, and former United

States Commissioner of Education, told the National Council of Education that higher education is learning how to meet actual life problems. He said:

There is a decided emphasis on better articulation of college work with life situations. This is evidenced by the establishment of guidance and employment services, continued raising of standards due to the fact that more students are still seeking admission than can be accommodated, more cooperation than competition among colleges, and adoption of adjustments to improve instruction.

The year was prolific in experimentation in city school systems, and revision of the curricula of elementary and high schools continued throughout the year, while higher qualifications for teaching positions are being adopted.

Reporting on educational progress in 1928, Doctor Tigert touched upon the efforts of many nations to raise their educational standards. China, he said, is striving for a universal language, the Soviet struggling to formulate a complete educational program, and England advancing the compulsory age requirement.

Afternoons were devoted to the meetings of 15 departments of the National Education Association, 13 allied organizations and conferences, the National Council of Education, and the initial session of the Inter-American Conference on Education, the latter of which was attended by delegates from the South American countries.

Adjustment to New Conditions and Needs

In a conference on student participation in school government, A. M. Meyer, of Orlando, Fla., expressed the opinion that "countless cases of 'misconduct' properly analyzed reveal certain appetites, zeal for exploration, physiological expansion, sense of social misplacement, feeling of personal inadequacy."

Important papers were presented in the department of school health and physical education by Dr. W. A. Sutton, superintendent, Atlanta, Ga.; Katherine Dozier, superintendent, New Holland, Ga.; and James E. Rogers, director, National Physical Education Service, etc.

"The great scientific and industrial adventures of our people have produced changes in their habits and in their thinking," said L. S. Rugg, principal of the West Alexandria Grammar School, Alex-

andria, La., at the meeting of elementary school principals. He stated further:

The vast industrial and economic mobilization which has occurred tends to produce "massmindedness." Specialization which has resulted tends to set the mind of the individual in a groove. There will be need in the next generation for a citizenship trained to adaptability and practiced in the principles of cooperative effort; for change will surely present new problems for solution. It would be difficult to show that the schools of to-day are affording adequate opportunity for adaptability and adequate growth, or for any great amount of participation in cooperative effort. "Equality of opportunity," the undeniable right of every child to develop to the limit of his native capacities, seems to be lacking in the average school.

Teaching an Important Profession

"The magnitude and importance of the teaching of young children has not yet been fully realized," according to Dr. M. R. Trabue, chairman of the division of elementary education and director of the bureau of educational research of the University of North Carolina. "The extent to which the character of the social, political, and economic life of the Nation to-day is the result of the work of the primary teachers of yesterday is being recognized but slowly."

In the course of his remarks the speaker declared that it is utterly impossible to train certain people for successful educational work with young children and that institutions offering such training must take a large amount of responsibility for selecting persons who have the personal characteristics necessary for effective primary instruction. Whether selection should be made before admission to the training school or during the training period was believed to be a problem for each institution to settle for itself, but that such a selection of personalities should be made before graduation was emphatically stated.

Education—A Changing Term

In an address before the annual meeting of the vocational education department, John T. Wheeler, professor of rural education, Georgia State College of Agriculture, Athens, said:

An entirely new pattern of vocational education in agriculture is now presenting itself to the several States

for serious consideration. This new pattern of agricultural instruction is not evidence of a revolutionary movement, but an evolutionary movement in the field of vocational teaching. It might well be termed the "apprenticeship system" of farmer training, because the father is brought into the teaching plan as the master-farmer and coteacher in the natural home-farm environment.

The farmer in this new pattern is not only a teacher but also a learner. Together with other farmers of his community who are engaged in the same farming type, he becomes an interested evening-class student. In this way he improves his farm as a production unit, and provides an appropriate learning situation for his son or sons.

Educating the Adult

Caroline Whipple, supervisor of adult education, New York State Department of Education, in discussing the subject of attendance before the immigrant education section in the adult education department, said:

The subject of attendance is as complicated as anything which depends on human desires and human limitations. There are certain basic factors that tend to make attendance stable; there are opposing factors that just as surely tend to break it down. Yet, with the best of conditions, a certain amount of dropping out and of irregular attendance is inevitable, inasmuch as we are dealing with adults who are doing this school work only incidentally.

Sometimes, with the best of teachers and the best of technique the results are disappointing, but these are usually the exceptions that prove the general rule.

Above all, a teacher should know her group. What will prove attractive to one set of students will prove distasteful to another. For instance, some men and women drop out expeditiously if socializing factors are introduced, for they resent having the time taken from formal instruction.

The campaign, during the past three years, to wipe out illiteracy in Porto Rico was described by Francisco Vizcarrondo, assistant commissioner of the island.

The kindergarten-primary department, presided over by Dr. Mary Dabney Davis, specialist in nursery-kindergarten-primary education of the United States Bureau of Education, discussed such subjects as: An Activity Curriculum at Work; Classroom Setting for an Activity Curriculum (Equipment); Classroom Procedures Which Promote Desirable Physical Development (Knowledge, Habits, Attitudes, and Skills); and Unity and Continuity of Educational Experience—the Home, Nursery Schools, Kindergarten, and Elementary Grades.

Propaganda in Schools

The report of the committee on propaganda in schools was presented by E. C. Broome, superintendent of schools in Philadelphia, Pa., chairman.

Pointing out that the problem was one of careful discrimination and selection rather than of total exclusion of outside agencies from the schools, he said:

The only basis upon which any concern or organization has a right to appeal for access to the schools is that it is prepared to make some definite contribution to the accepted school program.

The report of the committee followed a year of investigation, in which the cooperation of several hundred professors and teachers in public and private schools was enlisted. It was discovered that efforts are made from a wide variety of sources to advertise commercial products, advance special interests, and propagate particular theories in the schools.

The report emphasizes the fact that the primary function of the school is not to inculcate particular theories or beliefs but to develop the power of critical judgment and of independent thought on the part of students.

Annual Report of Secretary

Secretary J. W. Crabtree, in his annual message, said:

One problem after another of modern civilization is laid on the doorstep of the schools: Character development, right civic ideals, law observance, reverence, health, worthy home life, vocational efficiency, thrift, fire prevention, international understanding, and temperance. . . . What are the lines along which progress will be made by the schools in the next decade? The following are among those that stand out: Professional spirit, qualifications of teachers, removal of illiteracy, changes in courses of study and methods of instruction, training for the use of leisure, public-school finance, adult education, growth of the National Education Association, greater efficiency in professional organization, school enrollment, and extensions of the principle of equality of educational opportunity.

The New Literacy Test

On the question of illiteracy Doctor Crabtree stated:

The United States Bureau of the Census has wisely recognized the need for a redefinition of literacy. A new test of literacy is being planned which proposes that a literate person shall be able to "read English understandingly," with the interpretation that "understandingly" means the completion of at least the fourth grade. If this definition can be applied in the 1930 census—certainly it will be in 1940—the result will be a new objective so far as literacy is concerned. It is not too much to hope that in the near future a citizen will not be considered literate until he possesses reading and writing ability equal to that ordinarily possessed by a sixth-grade pupil. When the new twentieth century definition of literacy has been accepted, a whole new task of eradicating illiteracy will be created. At the present time, according to the new definition, it is probable that 25 to 30 per cent of our population is illiterate.

Continuing on the subject of the curriculum, he added:

We must boldly scrap much of the material with which it was carried on. We must think of education in universal terms, as training 100 per cent of our young people, and helping each individual to find the niche in our complex civilization into which he can fit with the greatest efficiency and happiness. We must not be dismayed if a measure of chaos accompanies the process of development.

In dealing with the subject of school finance, his report declares:

I am not unaware of the blatant and ill-founded criticisms which are being made concerning school costs. During the last decade we have periodically been warned that school costs can not be further increased without bringing the Nation to bankruptcy. The fact is that the Nation in 1928 paid the largest

school bill in its history and ended the year in a stronger economic position than in any previous year. Actually the amount of money expended per child in school has increased less rapidly than the Nation's per capita income. . . . The next 10 years will see further increases in school expenditures. First, because attendance will continue to increase even though not so rapidly as in the last decade. Second, because it is necessary to improve the quality of educational work.

The assembly approved a resolution to invite the World Federation of Education Associations, meeting this summer at Geneva, Switzerland, to come to this country in 1933, during the Chicago exposition.

The creation of a Federal Department of Education was again recommended by the association. Congress was petitioned for an appropriation to study rural education, and also to survey all phases of teacher training in the United States.

New President of the N. E. A.

Miss E. Ruth Pyrtle, principal of the Bancroft School, Lincoln, Nebr., was elected president of the National Education Association.

Though not a native of Nebraska, Miss Pyrtle was taken when an infant from Virginia to that State, where she has devoted her life to educational work. She has held many offices in the Nebraska Teachers' Association, as well as in the National Education Association. Upon adjournment of the convention Miss Pyrtle left Atlanta for Geneva, Switzerland, where she was a delegate to the world meeting of the American Association of University Women, following the meeting of the World Federation of Education Associations, which she also attended.

It is indicative of the energy and tenacity of purpose of the new president of the National Education Association that, while pursuing her own studies in high school, she taught for several months of each year in a rural school; and while attending the University of Nebraska, she taught in a grade school in Lincoln. Attendance upon night school and summer school contributed to her university credits. Miss Pyrtle will soon take her Ph. D. degree from either Columbia University or the University of Nebraska.



Use of a plane enabled a school inspector in Manitoba to visit within two weeks eight schools in the lake district northeast of Winnipeg. The schools are scattered and difficult of access except by boat, an undertaking which ordinarily requires six weeks. This is the first school inspection trip in the Province to be made by plane, and it enabled the inspector to give more time to each school than would have been possible with the usual mode of travel.

Difference Between Physical Training and Physical Education

Physical Education, a Designation More Comprehensive than Physical Training Whereas Physical Training Emphasizes the Idea of Training, Physical Education Emphasizes the Idea of Education Through the Medium of the Physical

By JAMES EDWARD ROGERS

Director, National Physical Education Service

IN physical training, physical development of the individual is the aim, whereas in physical education the aim is the education of the individual through physical activities. Education is the end, and physical activities are the means.

In an address on Education of the Physical vs. Education through the Physical, the same idea has been expressed by Dr. Jesse F. Williams, of Columbia University. We must get the conception that physical education is education; that we are teachers not acrobats; that we are training for health, neuro-muscular skills, sportsmanship, personality, and not developing weight lifters, high jumpers and parallel-bar champions.

Like all subjects in the school curriculum, physical education has gone through a series of stresses and strains. Since 1900 we have moved away from the old strict formal and military type of physical training over into those types leading to physical education. In the past 30 years there have been five trends or stresses in physical education: 1, the athletic and sports; 2, the informal and intra-mural; 3, the health; 4, the recreational; 5, the educational.

Physical Education is Education

At last we have come to realize that our profession is that of education; that our aims are the seven cardinal principles of general education—namely, to train for health, for worthy home membership, for the tools of learning, for vocational efficiency, for the wise use of leisure, for worthy citizenship, and for ethical character.

Up through the different stages of growth and development in concepts of the aims and place of physical education, we have arrived at the right solution. The old military aim that physical exercises and training were simply a means for making the citizen physically fit to become the fighting soldier is rapidly disappearing over the world. Back of all the old systems lurked this military aim. Physical activity was simply a means to an end, and that end was the making of a fit soldier.

Then during the middle of the last century we had the fads and thrills of

physical culture. For 50 years we were dominated with leaders and their cults, their fads and fancies. It was the period of training for big muscles. The weight lifter, with big chest and bulging biceps, was the ideal. Emphasis was put upon the physique. It was the period also of frills in the field of rhythmic.

The third period we have just passed through is the period of physical training. We were not training the military nor the strong-armed man, but we were training the gymnast and acrobat. Activities were ends in themselves. Achievement as a skilled gymnast was the ideal.

Physical Activities, a Means to an End

To-day the complete reverse is true. The very opposite is the ideal. Physical activities are not ends in themselves but merely means for education. Rhythmics, gymnastics, games, sports, and athletics are the means to train for health, character, sportsmanship, personality, and good citizenship.

The sooner we get the conception that physical education is part of education—that our real profession is not physical education but rather education—our growth and influence will become broader and more significant. Physical education in the next 10 years is to make greater strides because of this new emphasis, and it will be the final emphasis. We have found our place at last. Education is like religion, one of the immutable institutions of human life. Governments may come and go, armies may fight and die, kings may rule and totter, but religion and education stay on forever.

Recent Strides in Physical Education

In the last 10 years, because of the cooperation of the general educator, there has been a great impetus to physical education. Previous to 1918 only 11 States had State compulsory physical education laws. To-day 35 States have compulsory physical education laws. Previous to 1918 only 4 States had State directors; to-day 20 States, representing 60 per cent of the population of the country, have State directors.

Ten years ago there were less than 10,000 physical education teachers in the public-school systems of the country; to-day there are approximately 20,000 teachers devoting their time to physical education. Schools are building ample and adequate indoor and outdoor facilities. Few new junior and senior high schools are built without large gymnasiums and fine big athletic fields. Advances in physical education in the last 10 years have been rapid and startling. It has been estimated that in layout and equipment alone more than \$25,000,000 was spent last year, besides approximately \$60,000,000 for instruction in physical education. Not only has there been a great increase in facilities, but an increase in time allotment for this subject. In many junior high schools a daily 40-minute period is assigned to physical education, more time than to any other subject. Besides adequate facilities and time allotment, credit is given to this subject, in some cases on a par with the academic subjects, for college entrance requirements.

We have a great opportunity in education. We must grasp it and make the most of it, and in so doing we will raise the standing and the prestige of our teaching profession. However, this evokes a challenge from the general educator. We must produce programs that are educational. Our activities must not be activities for their own sake. Exercise must help health. Sports must beget sportsmanship. Gymnastics must develop neuro-muscular skills. Play must develop play habits for the wise use of leisure time. Activities are not ends in themselves. They are means by which we can train and develop man power.

Our profession is that of education; we must become educators.



More Native White Children in Alaska

An increase in 9 years of about 14 per cent in the number of native-born white children enrolled in public schools of Alaska is reported by the commissioner of education of the Territory. In a census of pupils taken during the school year 1918-19, Alaska was given as their birthplace by 56 per cent of the pupils enrolled. In a similar census taken in 1927-28, involving 3,895 children in 73 schools, results of which have recently been announced, 70 per cent of the pupils reported Alaska as the place of their birth. The total enrollment for the year was 4,829. Thirty-six States and 16 foreign countries were given as the birthplace of the remaining children.

Board Constituted to Advise Chilean Minister of Education

Composed Largely of Ex Officio Members, and Advice It Gives Is Expected to Accord with Policy of Government. Each Member Will Receive Salary of \$1,500 a Year

By FREDERICK F. A. PEARSON

Second Secretary of American Embassy, Santiago, Chile

THE Acting Minister of Education for the Republic of Chile, Don Pablo Ramirez, has issued a decree establishing the "superintendencia" (super-vising board) of public education, designed to assist the minister with technical advice. It is composed of the rector of the University of Chile, the general directors of primary, secondary, commercial, industrial, agricultural, physical, and artistic education, the rectors of certain universities especially selected by the President, and three persons who are or have been connected with education.

These gentlemen are to receive as compensation 12,000 pesos (\$1,500) a year. They are (a) to advise upon the various grades and branches of the national education and the correlation of their programs; (b) to consider the general orientations of educational policy, and suggest the measures necessary for the improvement of education; (c) to pass on questions of competence, and on the assignments of

new establishments to various branches of the ministry; (d) to indicate the times most advantageous for holding pedagogical congresses and assemblies, national and regional, under the auspices of the Government and in which various sections of the service must participate; and, in general, (e) to express themselves upon all those questions pertaining to education which the minister submits for their consideration.

While this decree establishes a body qualified to assist the minister with technical advice, to "consider the general orientation of educational policy," and suggest methods for improvement in education, thus apparently decentralizing the sources of educational policy and reform, yet it actually extends the President's influence in such matters through his power to select four members of the board. The decree, in brief, not only provides the minister with technical advice of high character but insures that this advice will not run counter to the general policy of the Government.

Official report to the Secretary of State.

High-School Boys Construct Their Own Gymnasium

Practical experience in rough construction under conditions similar to actual trade working conditions was gathered by the boys of the industrial arts classes of Needles (Calif.) High School. They built completely a 60 by 80 foot structure to serve as their gymnasium. This building, although covered with corrugated iron, serves admirably both as a gymnasium and as an indoor basket-ball court. It is the only indoor court of its size in this locality.

Since completion, the high-school basket-ball team has used it for all its home games and the town teams used it three nights per week during the past winter. It has served also as a social center for two or three large entertainments.

To facilitate rapid construction, the industrial arts students were so arranged that each of three classes worked two hours a day. Short lectures and demonstrations showing construction details were supplemented by illustrations on a small blackboard. The boys thus learned the how and the wherefore of all that related to the construction.

The boys volunteered to work on Saturdays, and this greatly facilitated the early completion of the building.—H. L. Morehead, industrial arts instructor.



New York Schools Encouraged to Plant Forests

School and school-district forests in New York State increased in number more than 50 per cent in 1928, and the increase during the past three years was more than 200 per cent, according to announcement of the State conservation department. The statement is made that if the average return from planted forests in the State equals the average return from municipal forests in Europe, \$5 an acre, a school-district forest of 500 acres would yield a perpetual annual income of \$2,500 from land which previously yielded nothing. Already 10 school forests in the State contain 10,000 or more trees each; the largest is Watson School Forest in Lewis County, which contains 69,000 trees, and is being planted by school children at the rate of 10,000 trees each year on Arbor Day. Trees are supplied at cost of transportation.

Recent Publications of the Bureau of Education

The following publications have been issued recently by the Bureau of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Survey of negro colleges and universities. (Bulletin, 1928, no. 7.) \$1.50.

Record of current educational publications, October-December, 1927, with index. (Bulletin, 1928, no. 23.) 20 cents.

Biennial survey of education, 1924-1926. (Bulletin, 1928, no. 25.) \$2.30.

Accredited secondary schools in the United States. (Bulletin, 1928, no. 26.) 20 cents.

The rural junior high school. Report of a subcommittee of the National Committee on Research in Secondary Education. (Bulletin, 1928, no. 28.) 15 cents.

Educational directory, 1929. (Bulletin, 1929, no. 1.) 30 cents.

Self-help for college students. W. J. Greenleaf. (Bulletin, 1929, no. 2.) 25 cents.

Some essential viewpoints in supervision of rural schools. Abstracts of addresses delivered at the first conference of supervisors of the Northeastern States. (Bulletin, 1929, no. 3.) 15 cents.

Illiteracy in the several countries of the world. James F. Abel and Norman J. Bond. (Bulletin, 1929, no. 4.) 15 cents.

Digest of legislation for education of crippled children. Ward W. Keesecker. (Bulletin, 1929, no. 5.) 5 cents.

Salaries and salary trends of teachers in rural schools. W. H. Gaumnitz. (Bulletin, 1929, no. 6.) 10 cents.

Accredited higher institutions. Ella B. Ratcliffe. (Bulletin, 1929, no. 7.) 10 cents.

School health work, 1926-1928. James F. Rogers. (Bulletin, 1929, no. 8.) 5 cents.

Educational boards and foundations, 1926-1928. Henry R. Evans. (Bulletin, 1929, no. 9.) 5 cents.

Medical education, 1926-1928. N. P. Colwell. (Bulletin, 1929, no. 10.) 5 cents.

Higher education. Arthur J. Klein. (Bulletin, 1929, no. 11.) 10 cents.

Work of the Bureau of Education for the natives of Alaska. William Hamilton. (Bulletin, 1929, no. 12.) 5 cents.

Physical education in city public schools. Marie M. Ready. (Physical education series, no. 10.) 15 cents.

Per capita costs in teacher-training institutions, 1927-28. Frank M. Phillips. (Statistical circular, no. 11.) 5 cents.

Per capita costs in city schools, 1927-28. Frank M. Phillips. (Statistical circular, no. 12.) 5 cents.—Mary S. Phillips.

Rural Elementary School, Las Lomitas, Calif.

(Continued from page 5)

A pupil writes:

Many of the boys and girls in our room choose a duty at the beginning of the year. One group moves the piano from room to room on singing days. The flag is taken care of by two girls or boys. One boy looks after the volley ball and net. There is another boy, or girl, who is responsible for the bank every Friday morning before 9 o'clock. We also have a storekeeper who keeps a record of pencils and pens that are given to the pupils each year.

"Our motto is L. A. H., which means lend a hand," writes a fourth-grade girl of her club. "We have our meetings every Wednesday at 3 o'clock. We learn to be helpful. * * * All girls up to 10 years old would enjoy looking at our dolls we are dressing to send to poor children."

Library Facilities

An important service for pupils and adults is that provided by the library, which is a part of the county library system. San Mateo County, like many in California, maintains a county free library. The public-school library resources are pooled in a common fund. From a central office books are distributed to branch libraries conveniently located throughout the county. The principal states that an average of 35 books is circulated each week.

Parent-Teacher Association

As stated above, the parent-teacher association is responsible for much of the progress made in the school. An eighth-grade boy evaluates the work of this organization as follows:

The P. T. A. does very much for our school. Among the many things they have given us are: A Victrola which enables us to hear music by great composers, a handball court at which we have so much fun playing, and some very good chairs and tables.

They hired a cook and bought a kitchen range so we could have hot lunches; they bought expensive moving-picture machines and furnished us with wonderful films of other lands.

Once a year we give a play in honor of the P. T. A. in front of our school on the lawn.

The casual observer or the person examining in detail the work of this rural school is impressed with its educational program. Facilities have been generously provided by the patrons, but of greater importance is the manifest desire on their part to make it a worth-while school. There is constant effort to bring about its improvement. As a result, the community has a good progressive school. Its description may well be summarized in the short, terse sentence of a very small girl, a pupil in Las Lomitas, "Our school is a school of happiness." And one is not surprised, for the principal states, "We all love our school very, very much."

Working Students Have Abundant Opportunity

Working at occupations and trades characteristic of the community in which the institution is located is enabling many young men and women to go through college. More than 200 different types of employment for college students are listed in a recent publication of the United States Bureau of Education, Bulletin 1929, No. 2, Self Help for Students, by Walter J. Greenleaf, associate specialist in higher education. Waiting on table is apparently the most popular employment, for it does not interfere materially with participation in college activities outside the classroom. Semiprofessional work, tutoring, printing and publishing jobs, and public-service work, are much sought; and some students gifted in music, expression, and design finance their college careers while improving technique in their art. Many men as well as women perform household tasks in homes of townspeople.

Gradual withdrawal from the library field by the Carnegie United Kingdom Trust (of Great Britain) is indicated by the fourteenth annual report (1927) of the corporation. The statement is made that in 1930 grants to counties and to the central library for students will cease. Grants for only four borough library buildings remain to be claimed, and grants for book purchases to borough and urban district authorities will continue only a year or so beyond 1930. Demand for some time has outrun allocation, which was set last year at £8,000 a year for five years.

Cleveland Leads in Circulation of Books

Cleveland, Ohio, has a larger per capita book circulation by public libraries than any other large city in the United States. This is indicated by public-library statistics in cities over 200,000 population, for 1927-28, recently compiled by Marjorie Zinkie and published in the Library Journal. During that year Cleveland, with a population of approximately 984,500, had a book circulation of 7,725,742, or 7.84 books for each resident of the city. Milwaukee, with a per capita book circulation of 7.07, comes next; followed by Portland, 6.86 books per capita; Rochester, 6.34; Los Angeles, 6.10; Seattle, 6.4; and Minneapolis, 6.2. The circulation of New York Public Library was 3.56 books per capita, and that of the public libraries of Chicago was 4.20. The average per capita circulation of the 42 public libra-

ries included in the list was 4.12 books. Cleveland, with \$1.67, leads also in per capita expenditures for public libraries. Boston, Minneapolis, and Indianapolis are the only other cities in the group which spend a dollar or more annually per capita for this purpose.

More Graduates in 1928 Than Students in 1907

A greater number of students were graduated in 1928 from public high schools in North Carolina than were enrolled in all public high schools in the State 20 years ago, according to a statement of the State department of public instruction. Enrollment for the session 1907-8 was 7,144 students; the total number of graduates in 1928, of white and colored students, was 12,512.

During the 4-year period, 1923-24 to 1927-28, the number of white pupils enrolled in high schools of the State increased from 59,160 to 89,449, a gain of approximately 52 per cent. The number of white graduates increased during the period from 6,969 to 11,278, or 61.8 per cent. During the same 4-year period enrollment in high schools for colored pupils increased from 4,715 to 10,942, a gain of 132 per cent; and the number of graduates from colored high schools increased from 380 in 1924 to 1,234 in 1928, a gain of nearly 225 per cent.

State Higher Institutions Largely Coeducational

Of 96 State-supported colleges and universities in this country, 12 are for men students exclusively and 1 are for women students exclusively. The remaining 74 institutions are coeducational. Five of the 96 institutions are in South Carolina; 5 in Virginia, 4 each in Georgia and in Texas; 3 each in Alabama, Colorado, Michigan, Mississippi, Montana, New Mexico, North Carolina, Ohio, Oklahoma, and South Dakota; 2 each in Florida, Indiana, Iowa, Kansas, Louisiana, Massachusetts, North Dakota, Oregon, Pennsylvania, Utah, and Washington; and 1 each in the remaining States.

More than 300 high schools for colored pupils are maintained in the Southern States. Eight years ago there were 11. According to the statement of B. C. Caldwell, field director of the Jessie and Slater Funds for Negro Education, the Southern States are building high schools for colored youth faster than trained colored teachers can be prepared for them.

New Books In Education

By MARTHA R. McCABE

Acting Librarian, Bureau of Education

BLAKE, MABELLE BABCOCK and others.

The education of the modern girl. With introduction by William Allan Neilson . . . Boston, New York, Houghton Mifflin company, 1929. xi, 219 p. 8°.

This volume consists of a series of papers on different subjects connected with girls and their schools. Each of the eight chapters deals with a different problem which is discussed by women who have had rich experience in the educational field, especially in the field of the girls' school. A similar study on the education of the modern boy appeared a few months ago. Parents of girls about to enter preparatory schools, and girls themselves, as well as teachers and deans of girls, will be interested in the discussions and the problems studied in this book.

BURGESS, MAY AYRES, director. Nurses, patients, and pocketbooks. A report of the economics of nursing conducted by the Committee on the grading of nursing schools. New York city, Committee on the grading of nursing schools, 1929. xii, 618 p. tables, diagrs. 8°.

This is the report of a nation-wide study of supply and demand in nursing service, being the first of three studies which the Committee on the grading of nursing schools has planned. The other two will appear later under the titles, What nurses need to know and how they may be taught; and, The grading of schools of nursing. The present volume appears in two parts, Part I gives the facts which the committee has gathered; and Part II analyzes their implications. While the study deals with the supply and the demand in the nursing service, it also leads to the educational significations of importance to the profession, and which are of economic value to patients as well as to hospitals.

GRAY, WILLIAM S. and MUNROE, RUTH.

The reading interests and habits of adults. New York, The Macmillan company, 1929. xiii, 305 p. 12°.
(Studies in adult education.)

This study is the result of a carefully considered plan for the investigation of the reading habits of adults undertaken by the American association for adult education and the American library association. The funds for the investigation were provided by the Carnegie corporation of New York, and the work was undertaken by five librarians and educators, viz.: C. C. Williamson, William S. Gray, Effie Power, E. L. Thorndike, and Henry Suzaallo. This group attempted to discover what it is in the experience of certain persons which causes them to acquire desirable reading habits, and what is lacking in the experience of others which leaves them without such reading habits. Their findings are given in this preliminary report.

HART, JOSEPH KINMONT. A social interpretation of education. New York, Henry Holt and company [1929]. xx, 458 p. 8°. (American social science series, general editor, Howard W. Odum.)

In the introduction, called The argument of the book, the author explains that his purpose is an examination of the factors and situations

that are found in the contemporary school and community in order to find out what "a genuine education" is, and how it may be recognized and developed. The material is given in four parts: The institutional interpretation of education; The psychological interpretation of education; How we are educated; and, A community interpretation of education. Many of the problems that contribute to the progress of education are discussed. The author gives his explanation and his understanding of the educational processes, and their changes as influenced by the changing conditions of to-day, economic, scientific, social, and international.

HYDE, GRANT MILNOR. Journalistic writing. For classes and for staffs of student newspapers and magazines. Second ed. New York, D. Appleton and company, 1929. xviii, 464 p. illus., tables, diagrs. 12°.

The author shows the development that has taken place in the field of high-school journalism since his earlier book was published in 1921, under the title, A Course in journalistic writing. He speaks from the viewpoint of a pioneer in the field, a participant in the progress that has taken place, as a teacher of journalism, a director of the publicity bureau in a State university, and as a faculty adviser of a student daily newspaper. Methods and devices are given, as well as exercises.

CLARK, KENNETH S. Music in industry.

A presentation of facts brought forth by a survey made by the National bureau for the advancement of music, on musical activities among industrial and commercial workers. New York city, National bureau for the advancement of music, 1929. 383 p. illus., front. 8°.

The importance of music in all branches of activity is well defined. This study deals with the importance of music as the ally of both the employer and the employed in industry. The survey was made by the organization known as the National bureau for the advancement of music, and includes reports from a great many industrial plants giving the facts as to the musical organizations they maintain, their kind and character, number of employees involved, the effect upon production, turn-over, morale and good-will, as well as the effect of music as a means of self-expression and a social outlet.

COOK, WILLIAM ADELBERT. High-school teaching. Cincinnati, Ohio, C. A. Gregory company [1929]. xvi, 408 p. 12°. (Cooperative education series, edited by L. A. Pechstein.)

The subject of secondary education is one that challenges the attention of the American public at this time. The reorganization of secondary schools into some acceptable form, whether it be the 6-6, 6-3-3, 8-4, or 6-4-4 form, is being studied by educators to-day, and experiments are under way for the purpose of determining which form of organization is the most satisfactory. The book, which is intended for the use of high-school teachers primarily, contains basic information for the young teacher-in-training, for the teacher in service, and for principals, supervisors, and administrators. It may also be used for teachers' reading circles. The program of studies as a

whole and the subjects of the curriculum are carefully discussed. Selected bibliographies are given.

ENGELHARDT, N. L. School building programs in American cities. New York city, Bureau of publications, Teachers college, Columbia university, 1929. xxv, 560 p. illus., tables, diagrs. maps. 8°.

The need of well-organized plans for the economic expenditure of money for school plants, and the necessity of adopting a school-building program have been discussed by the author. A series of reports on school-building programs are given in 10 chapters, representing that number of surveys of school systems. Each survey that is reported on was made by the author and Doctor Strayer, as well as other members of the staff of Teachers college, and was selected because of the varied conditions represented. It was thought that a study of the findings made in this volume would be of value to other school systems and their executives in forming programs for school building.

KLAPPER, PAUL. Contemporary education; its principles and practices. . . New York, London, D. Appleton and company [1929]. xxv, 660 p. tables, diagrs. 8°.

The purpose of the book is to coordinate the principles of psychological and social studies and to indicate their significance. Contemporary education is discussed in five parts. After devoting a chapter to the meaning and function of education, the author discusses education as adjustment, physical, social, economic, and mental. "Carefully selected reading lists" are given at some of the chapter endings.

MCGREGOR, A. LAURA. The junior high school teacher. Garden City, N. Y., Doubleday, Doran and company, inc., 1929. xv, 284 p. front., illus., diagrs. tables. 12°.

The author presents the relationships of the teacher and the child in the junior high school years. He attempts to analyze and describe junior high school life and experience, and offers suggestions for developing a wholesome environment for both teacher and pupil. Chapters are devoted to the special setting of the junior high school and its program of studies. Assignments and special readings are given at the chapter endings.

MARSHALL, L. C., ed. The collegiate school of business; its status at the close of the first quarter of the twentieth century. Edited in collaboration with A. W. Fehling, K. Fieck, R. E. Heilman, W. H. Kieckhofer, E. C. Longobardi, C. O. Ruggles, Frances Ruml, L. L. Sharfman, J. G. Smith, and J. Wiesner. Chicago, The University of Chicago press [1928]. ix, 468 p. tables (part fold.) diagrs. 8°.

This volume is a contribution to the literature on commercial education as administered in colleges and universities in the United States and Europe. Tabulated information is given showing the minimum requirements for graduation in the various university schools of business, with the prescribed subjects of the curriculum. For comparative purposes, the same information is given for the most important European collegiate schools of business. Bibliographical information is also furnished in the volume.

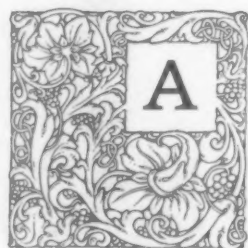
TO PRESERVE THE GOOD
AND REPUDIATE THE EVIL ARE
THE GENERAL PURPOSES
OF EDUCATION



TO SPECIFY the labors which education has yet to perform would be only to pass in review the varied interests of humanity. Its general purposes are to preserve the good and to repudiate the evil which now exist, and to give scope to the sublime law of progression. It is its duty to take the accumulations in knowledge, of almost six thousand years, and to transfer the vast treasure to posterity. Suspend its functions for but one generation, and the experience and the achievements of the past are lost. The race must commence its fortunes anew, and must again spend six thousand years, before it can grope its way upward from barbarism to the present point of civilization. With the wisdom, education must also teach something of the follies of the past, for admonition and warning; for it has been well said, that mankind have seldom arrived at truth, on any subject, until they had first exhausted its errors.

—HORACE MANN.

PLACE OF SCHOLARSHIP IN A DEMOCRACY



DEMOCRATIC society which is interpenetrated by scholarship approaches the ideal of human social organization. The American people have yet a long way to go before they even comprehend to the full the problems and ideals of democracy, much less solve the one and reach the other. The disinterestedness of the scholar, the disciplined character of his intelligence, his openness of mind, his willingness to learn, and his capacity to bring new happenings to the test of long experience and of classic standards of excellence, are a richer possession than any gold mine or oil field or industrial establishment, however huge and profitable. (Followers of the economic theory of the interpretation of human history conveniently overlook the debasing and demoralizing influence of unrelieved prosperity and of that contentment which leads to self-satisfaction and cynical unconcern for the needs and longings of others. Nothing so blinds the eyes to a great principle as a bulging pocketbook. For all this the scholar and his career provide the antidote. He goes his way quietly, patiently, effectively, courageously, pouring into the steaming cauldron of public opinion those new elements and those old influences which he believes will help it to become more palatable and more nourishing. He is less concerned with political and social forms than with the substance which underlies and conditions them.

—NICHOLAS MURRAY BUTLER.